REPORT RESUMES

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THE PROFESSIONAL SERVICE CORPS, A NEW SOURCE OF MANPOWER.
BY- LAZAR, IRVING AND OTHERS
NEUMEYER FOUNDATION, BEVERLEY HILLS, CALIF.

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A MULTI-PURPOSE CENTER WAS ORGANIZED TO PROVIDE PSYCHOTHERAPY AND SOCIOPSYCHOLOGICAL SERVICES TO A COMMUNITY. INITIALLY A SERIES OF MEETINGS WITHIN THE COMMUNITY DETERMINED THE SERVICES THAT WERE NEEDED. THE STAFF FOR THE PROJECT WAS SELECTED FROM THE RANKS OF PROFESSIONALLY EDUCATED WOMEN WHO WERE NOT WORKING, RETIRED PROFESSIONALS, COLLEGE STUDENTS, VISTA, CAP, NEIGHBORHOOD YOUTH CORPS, AND VOLUNTEERS. THE STAFF WORKED ON FAMILY PROBLEMS, PROBLEMS OF INDIVIDUAL DIFFERENCES, AND INITIATED GROUP ACTION WITHIN THE COMMUNITY. OVER A PERIOD OF TWENTY-FOUR MONTHS, THE SERVICE CENTER PROVIDED A FAMILY AGENT PLAN, CRISIS INTERVENTION PLAN, REMEDIAL AND AUTOINSTRUCTIONAL AIDS, COUNSELING AND PSYCHOTHERAPY, EMPLOYMENT PROGRAMS, LEGAL AID PROJECTS, LEADERSHIP TRAINING, CONSUMER SCIENCE AND HOME ECONOMICS PROGRAMS, YOUTH CLUBS AND SUMMER ACTIVITIES, AND HELP FOR A GROUP OF PREGNANT TEENAGERS. THE REPORT CONCLUDES THAT THE PROJECT WAS SUCCESSFUL, AND OFFERS SUGGESTIONS FOR IMPROVEMENTS WITH FUTURE PROJECTS. FINANCIAL SUPPORT WAS PROVIDED BY THE NEUMEYER FOUNDATION AND THE OFFICE OF ECONOMIC OPPORTUNITY. (JS)

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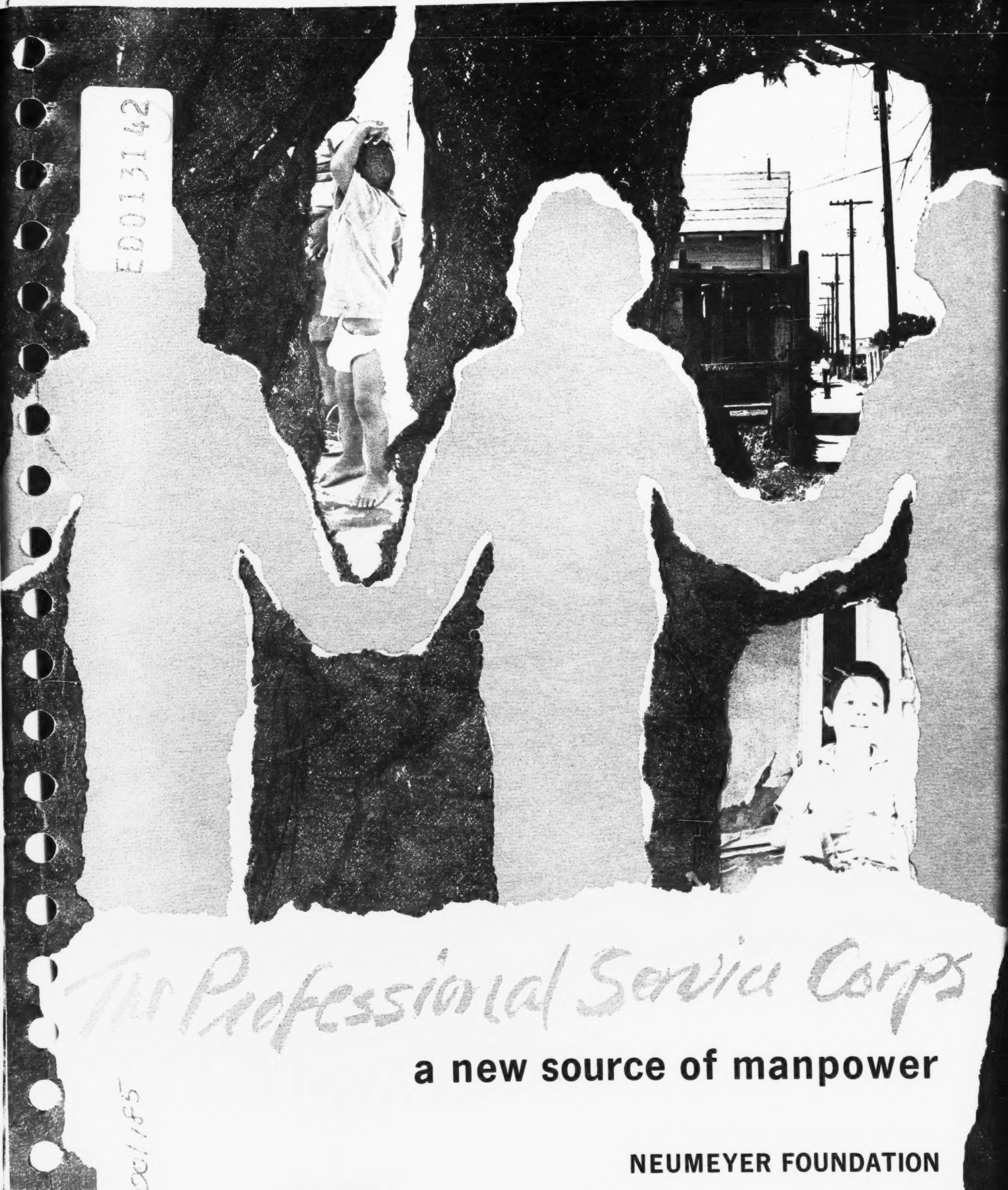

The Professional Service Corps

a new source of manpower

NEUMEYER FOUNDATION

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The Professional Service Corps

A NEW SOURCE OF MANPOWER

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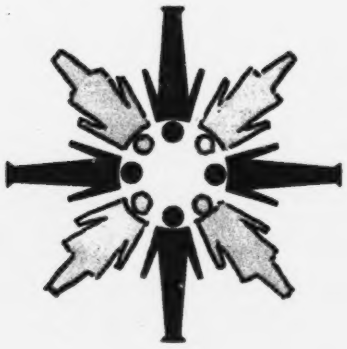

MONOGRAPH NO. 1

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ACKNOWLEDGEMENTS

As the reader will realize, the complex program described herein required the devotion and energy of a large number of unusually talented people.

Their participation in this program itself demonstrates the vast human resources available for recruitment in every city.

We cannot really pay adequate tribute to all of the people who helped. We can point to a few, and list the supervisors of the various components of this project.

We are indebted first of all, to the foresight and generosity of *Mr. and Mrs. Albert G. Neumeyer*, who financed the project before there was a federal program and before poverty was a major public concern. Respecting the need for flexibility of program management, they remained a source of wisdom and objectivity.

We are grateful for the help and support of *Dr. Sanford Kravitz* of Brandeis University, then Director of Research, Demonstration, Training and Technical Assistance of the Office of Economic Opportunity, and *Dr. Edgar Cahn* of the Field Foundation, then Special Assistant to the Director of the Office of Economic Opportunity.

Locally, *Miss Helen Fuller*, of the Bureau of Public Assistance; *Mr. William Burns*, of the State Employment Service; *Mr. Louis DeBus* and *Mrs. Audrey Kaslow* of the County Probation Department; *Mr. Harold Altman* and *Mr. Sam Hammerman* of the Los Angeles City Board of Education; *Mrs. Ruth Clifford* of Family Service of Santa Monica; and very especially, *Reverend Dan Kennedy* and *Reverend Michael Cooney* of the Ocean Park Greater Parish of the Methodist Church all played crucial roles in our being able to function effectively in the complicated and fragmented area in which this project was set.

Dr. Louis Stone gave unstintingly of his time and creativity in the community development aspects of this project, and *Mr. Herbert Sigurdson* of the University of Southern California was a significant contributor to its design.

Mrs. Marvin Robman, originally a recruit in the Professional Service Corps, assumed major administrative responsibilities through the whole period of the demonstration, and virtually every aspect of the program was helped by her sure and sensible skill.

David Cobbs, *Herman Rikleman* and *Marvin Weinstein* also played significant roles as flexible and creative administrators and supervisors, bringing their considerable knowledge and experience to bear on a program that needed so many different kinds of talents.

Gladys Cook, first Supervisor, and then Director of the Family Agent Program was a special source of wisdom, experience and sanity to all of us, helping us to avoid most of the booby traps and land mines that are strewn in the War On Poverty.

Norton Kiritz, *Elly Malkan*, and *Jacqueline Richman*, project monitors of the Economic & Youth Opportunities Agency of Greater Los Angeles helped us in many important ways to work with their agency.

Parts of thie report are primarily the work of certain members of the Professional Service Corps.

Martha Johnson, who directed our Youth Employment Service with saintly dedication is the primary author of the description of the Demonstration Community in Section B of the first chapter.

Dr. Julia Sherman, clinical psychologist member of the staff was responsible for much of the initial research and evaluation design, and her study of the use of psychological tests in pre-employment training is included in Section E of Chapter IV.

Carol Cachelin's sensitive work with pregnant teenage girls is reflected in her report in Section D of Chapter V.

On the page which follows we have simply listed the supervisory personnel in the project. All of them - and all of the volunteers who worked with them - were the people who made this project the effective and exciting experience we all felt it to be.

And finally, we wish to acknowledge and thank *Miss Priscilla Forance* and *Mrs. Gwynne Millard*, who typed and edited this manuscript around the clock to meet our final deadline in three years of crises.

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The Professional Service Corps

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PREFACE

This report is the first of a series of three describing the work and findings of a demonstration program in manpower utilization sponsored by the Neumeyer Foundation.

During the twenty-four month period of this demonstration, its work was augmented by a ninety-day demonstration grant from the Office of Economic Opportunity, and later, a twelve-month grant from OEO.

This project is one of a series sponsored by the Neumeyer Foundation, a private, non-profit philanthropy concerned with finding new ways of improving the human condition. Founded by Mr. and Mrs. Albert G. Neumeyer of Las Vegas, Nevada, its professional advisory board includes:

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CHAPTER ONE

Introduction and Overview

CHAPTER I

INTRODUCTION AND OVERVIEW

This report describes an adventure in the staffing of a wide variety of social services. Using a part-time sub-professional staff of housewives and college students, supervised by a part-time staff of retired professionals, assisted by neighborhood people and VISTA volunteers, this demonstration project sought to explore the extent to which a multi-service center could be operated by people who are not ordinarily employed by service agencies.

Because multi-purpose centers must utilize a wide variety of trained and talented people, this project addressed itself directly to the staffing problems presented by the increasing demand for social services.

In addition, its goals were concerned with providing services, assisting in community development, and promoting acculturation.

Section A

Goals

The Manpower Goal. It is obvious that the present shortage of such personnel for full-time employment makes it unlikely that they could be found in sufficient numbers or employed at reasonable cost to meet the needs of the new programs to combat poverty.

This reality of the professional job market pertains throughout the United States. It was one of the major purposes of this project to develop and demonstrate a method of developing and utilizing new sources of educated personnel. There are two major pools of talented manpower that have been relatively untapped in the United States - educated women with school-age children, and retired and semi-retired men and women. These groups have in common the fact that they are only available for part-time employment, and that, with significant exceptions, their skills and trainable talents in the helping professions represent separate fragments of the more complexly professionalized roles represented by full-time workers in social welfare and education.

Because, we believe, of cultural lag in the helping professions, we found, first of all, a reluctance on the part of social and educational agencies to use people on a part-time basis, and second, an unwillingness to concede that their newly won professional status includes many tasks which can be fragmented and taught to more generally educated people in a relatively brief period of time.

There is ample evidence from both medicine and the field of youth development that such fragmentation can be done successfully, and that, further, such development of technicians can allow more effective utilization of scarce professional personnel.

The largest group of presently virtually unused professional and rapidly trainable personnel are women who have school-age children. There are, in every city and town, women who can be characterized as follows:

A. They received university training and worked at a profession before beginning their families.

B. Their children are now at school. While these women do not need a job for economic reasons, they wish to put their free hours to work in socially useful and intellectually satisfying ways.

C. They are unwilling to take full-time jobs because their family responsibilities are still too great for such time investment.

D. They are disinterested in the traditional fund raising and clerical tasks which most agencies assign to volunteers, regardless of their backgrounds.

E. They are interested in the satisfactions of direct service to others and the rewards of professional work.

Similarly, many retired people find themselves with time and skills they wish to put into constructive community use. Fund raising and committee membership often do not use their primary talents. Further, many men seek activities that will give them an opportunity to express humane and "giving" traits that are not satisfied by the requirements of most men's occupations.

A third source of intelligence and trainable personnel are college students. Many of them, first of all, need part-time work for economic reasons. However, this need is minor compared with the young adult's desire to use his energies in idealistic and socially significant ways. The success of the Peace Corps is dramatic evidence of the enormous pool of energy and dedication available for constructive social service.

It is in recognition of these observations that The Neumeyer Foundation organized The Professional Service Corps - for the recruitment and utilization of both professionally trained and rapidly trainable persons for part-time assignments in community service. Members of this group were provided training and supervision in their assignments by professionals, and were paid two dollars per hour for their time. They are thus employees, not strictly volunteers; while their remuneration is nominal, it is sufficient in size and meaning to avoid the problems which beset many volunteer programs.

To demonstrate to public and private agencies that a part-time professional staff can be an administratively practical approach to manpower needs, Professional Service Corps staff members were used extensively in a wide variety of services to individuals and groups.

The Service Goal. Traditionally, services to people have been organized around problem-centered agencies. This specialization by problem has followed as a natural consequence of the organization of university curricula around specific categories of knowledge and the ensuing drive toward increasing specialization within professional and industrial fields.

As applied to persons in need of massive reorientation to the larger culture, this specialization has added additional burdens of adjustment and cultural knowledge to their already difficult lot. A person in need must know his own situation well enough to select from the welter of agencies those which deal with his problems. If he has two or more problems - which may be intimately interrelated - he may need to go to two or more agencies, only to find himself eligible for one, ineligible for another, and on a waiting list for a third. While his problems are interrelated, he is likely to find that the agencies are not.

Aside from the peculiar situation we pose when we try to segment whole people and families into academically defined problem areas, we have long recognized that multifaceted simultaneous approaches to whole people and their habitat are our only hope in bringing about the social-psychological changes necessary to permit people to escape from the non-culture of poverty.

This program was an attempt to revitalize a community and its people by constructing a fully integrated and interlocking group of services, based on programs developed by the victims of impoverishment themselves, and assisted in a two-way interaction with successful members of the dominant culture. It provided programs aimed at every age group, and was structured to deal with whole people, whole families, and whole neighborhoods.

It was non-traditional in a number of ways:

- It was person-centered, not problem-centered.

- Its services were in the field - and not physically centralized.

- Its programs developed from indigenous populations, not from professional prescription.

- It was staffed by persons whose talents have been largely unused - educated, married women, and retired men and women, available only for part-time services; college students; and indigenous, unemployed persons - previously untrained.

- Its job descriptions are new - they represent job fractions of traditional roles, and create a new range of sociological technical occupations.

Its basic components, having been separately pretested in other communities, were offered here as an integration to make best use of scarce professional talent, wide use of generally unused talent, and evenuate in both cross-cultural understanding and familial self-sufficiency.

The Community Development Goal. The predominant value of our democratic process holds that government shall be with the consent of the governed, and that all individuals have a right to partake in the decision-making processes which effect their lives. Somehow, this right is rarely accorded or exercised among the poor. It was felt that before representatives of the poor could begin to exercise influence in either the decisions which were made in their own or in their wider community, there was a need for leadership training to develop both the individual's self concept and the skills and understanding needed to take an active part in the community.

Value Change and Acculturation as a Goal. Much has been said and written about middle class values and the problems associated with acculturation. There are many who feel that "the subculture of poverty" should not be violated, and that middle class professionals "have no right" to impose their values on another segment of the population. As a matter of fact, research has already demonstrated that youth who are trapped in delinquent subcultures of society already subscribe to dominant values, but are in conflict because they are blocked from avenues which would lead to the achievement of goals and the full expression of dominant values. Therefore, one aim of this program was to develop new ways of providing MEANS for the poor to achieve their goals.

A basic assumption was that close interaction with representatives of the larger culture would provide a basis for cultural diffusion, as the poor learned successful coping techniques from the Professional Service Corps women and as they, in turn, transmitted the effects of their exposure back into the larger culture from which they came, and in which the major decisions affecting the poor are made.

Section B

The Demonstration Community:

West Venice-Ocean Park - A Microcosm of Misery

South of Santa Monica, along the beach and spreading inland is a four square mile area including the communities of West Venice and Ocean Park. The nine census tracts included in this area represent in a very real sense a microcosm of all the poorer populations in Los Angeles County; the residents of the area face daily the complex social problems associated with the subculture of poverty in an urban area.

Except for its proximity to the sea, West Venice has little in common with the famous city in Italy. Neither a city nor a town, it is an impacted area of 36,000. Ocean Park is in the city of Santa Monica; Venice is in the city of Los Angeles; however, the area is contiguous in geography and problems. With neither ancient churches, great palaces or famous piazzas or monuments, West Venice is almost entirely lacking in the assets which arouse civic pride. It has, however, achieved a reputation and a notoriety for certain unique characteristics. It is an island, not because of geography, but because of economics and a tolerance for life styles vastly different from the middle income neighborhoods to the north and east, or on the southern tip of Venice, which includes a yacht harbor and a complex of luxury apartments.

The residential areas surrounding West Venice and Ocean Park are largely middle class white communities, whose residents are seriously concerned about the possibility of the minority population expanding into their communities.

Within the pocket of poverty, 75% of the population are Anglo, 11% are non-white, and 14% have Spanish surnames as reported in the 1960 census. While the community includes the three major ethnic groups, it is heterogeneous rather than integrated, and divided by color and culture into at least seven subgroups, each of which has its own "turf".

The north end of Ocean Park is populated mainly by white Americans, many from southern and mid-western states, some of whom are transient workers. Further south in Ocean Park are Mexican-American families and an elderly retired Jewish population who are long time residents of the area. At the center of the area is the Venice Negro ghetto, which includes both long time residents and recent immigrants, mainly from Arkansas, Louisiana and Texas. Further south, and in the canal area, the percentage of Mexican-American families increases, while the southern tip of the area includes the almost entirely white population and the affluent residents of the newly constructed Marina apartment complex. Along the narrow strip of beach front live what is known as the "beach people". This includes the much publicized "beatnik" population and the newer "hippies", both Negro and white. Many of these are middle class and college dropouts who have chosen voluntary poverty both as a protest to an affluent society and because of the increased freedom this style of life allows. Here and there along this strip of beach are people who have chosen to live here because they love the sea; they daily go to their jobs, and return to enjoy the good beach in the evening and on weekends. Along the main street dividing the beach area from the rest of the community live the homeless men who sleep at the missions and in the many vacant, boarded buildings around. They can be seen in the early morning hours picking through the garbage of the supermarkets.

Each of these sections is fairly well defined, and each group remains largely within its own territory, since trespassing is both unwelcome and hazardous. Many who live within a few blocks of the beach seldom use it, since it is not within their territory. The playground in the Negro area is "their playground", and seldom invaded by the Anglo or Mexican-American children on the fringes of the area.

Both the communities, West Venice and Ocean Park,grew up as resort areas serving the greater Los Angeles basin; Venice was a speculator's dream, subdivided in the early 1900's. Its canals, its cottages, its clusters of buildings with pseudo-baroque facades and arcades were planned to replicate the Italian city on the shores of the Pacific. Most of these remnants of glory are now being torn down. As in most speculative land developments, the project concentrated on features which could be used effectively in promoting sales, so that from the beginning there was a pretentiousness of design and a tawdriness of execution in much of the construction. Yet some of its features had potential charm. Without the impact of the depression, it might have acquired a certain glamour. It is this unrealized potential which gives the area a certain pathos derived from the contrast between its romantic inception sixty years ago and its present shabby reality.

Since it was planned as a resort, the houses were cheaply built three- and four-bedroom frame structures in the California bungalow style, intended for use during the summer by vacationing families. The lots were narrow - twenty to twenty-five feet - and shallow, to accommodate as many cottages as possible within walking distance of the beach. The houses were set back a few feet from the street to allow a space for the geraniums and oleanders which grow so richly in the California sun; and the streets were given pleasant names: Wavecrest, Windward, Amoroso. There were larger homes and rooming houses built in mission style with big spread-eagled roofs and deep shaded front porches; and there were several hotels - plain brick boxes with sash windows looking towards the sea or the inland hills. A few courts and two-story apartments with a fringe of tile along the roof add a Mediterranean touch to otherwise unremarkable structures.

Crowded into these homes are the families, a third of whom have incomes under $4,000 a year, who are the target of this demonstration program. Over a third of these homes are classified as deteriorated or dilapidated, and two-thirds are rentals, so that here, as in most low income urban areas, the problems of absentee landlords abound.

The Grand Boulevard was laid out on a curve terminating in a block long "plaza" flanked by ornate arched arcades which sheltered the entrances to shops and the apartments above them. This provided a formal access to the beach, a scene for promenades, and a center for the surrounding buildings which were ornamented with elaborate cornices and parapets to distinguish them from their less importantly placed counterparts. The most ambitious undertaking in the development was a series of canals. Grand Canal is an inland waterway, one and a half miles long, which roughly parallels the coast to a point where a finger of the sea penetrates the land. Here the water flows into the canal and backwashes to feed into four smaller canals opening at right angles off its upper end. These in turn end four blocks to the east in a single canal which cuts squarely across them. Each of the small canals is spanned by a narrow bridge, steeply arched to allow the passage of sail boats which could dock in front of the cottages built along each side. Grand Canal was made wide enough to carry excursion barges, and its still water would reflect them, gaily awninged on a sunny afternoon or brightly lighted on a summer night, chugging steadily along the course as the music of a dance band drifted downwind to the sea.

Today, more than a half century later, there is little to remind its residents of the belated nineteenth century romanticism which inspired this development. Most of the cottages are decaying shanties with rotting steps, patched roofs and worn-out plumbing. The yards are often weed-filled or bare, and littered with cast-off objects. In the salt air, paint erodes, screens rust and plaster crumbles. Torn curtains hang over broken windows. Trash accumulates in gutters and alleys. Streets are torn up for various kinds of repairs and left for weeks in a shambles of dirt and rubble, their gaping holes loosely guarded by flimsy barricades. The single-car garages are crammed with salvage, and cars - ten to twelve years old - line the curbs.

The "plaza" is a dingy area of repair shops, variety stores and bars with fog-smeared windows. Its arcades are sectioned in fading colors to match each building, and these arbitrary divisions accentuate the ill proportions of the columns and arches. Some of the surrounding buildings are being demolished, and their broken silhouettes appear against the sky. The concrete walls of the canals are crumbling, and in the dark stagnant water, a seaweed grows thickly beneath the scum. But the children still swim, gingerly, along their edges, and occasionally drown in them. The bridges over the Grand Canal have been destroyed and their entrances barred, making the canal a long barrier between the cheap rentals along the speedway and the luxurious apartments of the new Marina del Rey.

Along Main Street, many of the buildings are vacant. Others are occupied by thrift shops, second-hand stores and coin laundries. Several warehouses and small factories turn blank walls to the traffic. A rescue mission offers aid to the needy behind a row of unwashed windows. On nearly every street there is a dilapidated house or apartment building, boarded up against occupancy, and into these the homeless men and runaway youth crawl for refuge on wet days and cold nights.

In the last decade, new apartments have been built, crowded close together along the beach or scattered between older houses on the side streets. Sometimes these are coated with a glittery plaster to disguise the minimum quality of their construction. But the aging process is rapid by the sea, and even those built in the last two or three years show the unrepaired damage of weather and abuse. There is one park, an astonishing square of green, steeply sloped between two streets and planted with sapling trees. There are no benches or foot paths to encourage its use, and only the city gardener and the pigeons ever walk on its smooth wet grass.

The community of Ocean Park, a part of the city of Santa Monica, lacks the departed glory of Venice. It is more typical of many fifty year old beach towns now catering to a resident and transient population rather than to tourists and vacationers. Along the beachfront of Ocean Park lay the rubble of an urban redevelopment project. The shacks and houses torn down left a mass of brick and rubble for several years. Recently, construction has begun on a complex of high-rise apartments whose rents will not be within the income range of the former residents.

Poverty has its universal signs, and in both these communities these signs are monotonously repetitious. Unkept children swarm in the streets, adults lounge on steps and porches, and teenagers roam aimlessly from nowhere to nowhere on foot or in their battered cars. Everyone waits - for something to do, for somewhere to go, for that job to come along, for the action.

Unemployment in the area is twice as high as in greater Los Angeles. Only about a third of the adults have graduated from high school, and nearly a fourth have less than seven years of education, so that those who seek work often do so with little hope of finding any. Teenagers drop out of school and join the other youth who are seeking some relief from facelessness. Attendance at school is intermittent, adding to the number of children playing on the streets on any school day. The results of malnutrition and lack of hygiene, the low energy level of the inadequate diet, illiteracy, illegitimacy, drugs and violence - the usual concomitants of impoverishment - are everywhere evident. Even the California sunshine is often diminished when the area is "fogged in".

The hopelessness of many of the residents does not always result in passivity. For some, the despair of achieving in a socially upward direction is converted to *any* effort to achieve status. Violent and criminal activities are twice as frequent as in the larger community, and are often engaged in to counteract the intolerable sense of anomie. Since these activities are usually engaged in within the area, they become contributing factors to the further deprivation of the neighbors and the deterioration of the neighborhood. There is a suicidal, self-destruction quality about many of the acts of hostility, in that those who hate themselves are likely to act out their hostilities against those who in some way are *like* themselves. Both the streets and the residents show the results of these self-destructive actions. The streets are littered with glass, windows are broken, fences are uprooted; scars, wounds, casts, bandages and other signs of violence or accident are more noticable on these residents than those from other areas.

Those who can neither passively accept nor actively retaliate against the frustrations of poverty may attempt some type of escape. The use of alcohol, glue and drugs, both addictive and non-addictive, provides at least a temporary transcendence over insoluble problems. A sizable number of withdrawn and incoherent people, many of whom are probably schizophrenic, roam the streets. Like the other techniques for coping, these escape techniques are both a logical consequence and a perpetuating cause of their problems.

Section C

The Community Defines Its Needs

In addition to having a disproportionate share of social problems, the residents of the demonstration area were cut off from many of the services to which they are entitled and for which they are in great need. In 1963, when we first surveyed the area, the community had five elementary schools, a city health department outpatient clinic, a PTA child guidance clinic (with a long waiting list), a variety of churches (mostly store-front with part-time ministers), a part-time youth employment office, one park operated by the City Parks and Recreation Department, and a branch of the Girl Scout office. Notably lacking were the Bureau of Public Assistance, the U.S. Employment Service, any case work or family service agencies, pre-school programs, or hospital services (the County Hospital is sixteen miles away). There were no recreation centers for the youth whose overcrowded homes are strained for sleeping space much less recreational space.

To determine the kinds of programs desired by the community, a series of meetings were held over a six month period with existing community leaders, the Bureau of Public Assistance, the Probation Department, school teachers and administrators, the Neighborhood Youth Association, both the Santa Monica and the Venice-Mar Vista Coordinating Councils, ministers of the area, other agency administrators and community leaders. Efforts were made to work with the "corner boys" to help define their needs as they saw them, and a door-to-door survey was conducted, using residents of the area to interview families in their homes. A sample of 165 families was interviewed and asked to select from a check list the kinds of services they would like to see increased in the area. The percentage of responses were as follows:

Nursery Schools	45%
Tutoring for Children	45%
Job Training	45%
Job Finding	42%
Work with Families	42%
Improve Neighborhood Appearance	35%
Teenage Clubs	32%
Tutoring for Teenagers	27%
Find Dental Services	25%
Housing Improvement	25%
Elementary School Clubs	22%
Find More Medical Services	20%
Find More Legal Services	14%
Adult Clubs	10%
No Response	27%

Those interviewed were then asked, "Would you be willing and able to help work on solving community problems?", and, (if yes) "What kinds of things could you do to help?" Possible responses to this were: Work on committees, work with small children, work with teenagers, help teach trades, help tutor youngsters. Of the 165 interviewed, only two people indicated that they would be able to work (i.e., volunteer) to help, and both of these people felt that they could work with small children.

This finding seemed to substantiate the findings of a previous survey by the Venice-Mar Vista Coordinating Council. Primarily a report on the recreational needs of the Venice area, it also pointed out the need for the development of adult leaders and leadership training programs in the area. On the basis of the community survey, the meetings with agencies and community leaders and the interviews with residents of the area, the plans to establish the services of the Professional Service Corps were developed.

Section D

The Programs of the Professional Service Corps, An Overview

From the investigation of the community, it became obvious that not only were there a lack of services in the community, but there was a lack of community leaders who could take part in the planning and execution of developing services. Though not perceived by the residents of the community, this was seen as an acute need and became the first program initiated. Other programs were developed in keeping with the findings of the community survey.

Initially, the programs were:

Leadership Training:

Indigenous leaders were brought together for regular meetings under the direction of a psychologist, skilled in the techniques of training, group dynamics and group therapy, to discuss community problems and techniques and skills for dealing with these problems.

Club Program:

Clubs for elementary, junior and high school boys and girls, to provide recreation, cultural enrichment and individual guidance under trained adult leadership. These programs had as their goal dropout and delinquency prevention.

Tutoring and Remedial Reading:

An experimental program was developed for non-readers as well as remedial reading for in- and out-of-school youth as well as adults.

Employment:

A program for intake, counseling and placement of youth between the ages of 16 and 22.

Pre-School:

A program to provide creative play and learning experiences for pre-school children was established.

Services to Families - The Family Agent:

The concept of the Family Agent was developed as a new way of extending services to families. College-educated women were recruited, screened and trained to work part-time with multi-problem families referred by the Bureau of Public Assistance, the Probation Department or the schools. As an agent of acculturation, the Family Agents offered warm personal contact to families to help them find the services and resources they needed. As an agent of change, the Family Agents interpreted the needs of the families to the agencies and institutions, making the programs of these agencies more relevant to the needs of the population they serve.

Counseling:

Psychological services were developed to provide for the needs of the youth or adults in the other programs or from the community.

Legal Services:

Direct legal services were provided to any clients of other programs, as well as consultation to any staff member concerning legal difficulties of the clients served.

Services for Pregnant Teenagers:

Since pregnancy meant automatic exclusion from the public schools, a program of education and counseling was established under the direction of a nurse and a remedial teacher.

After the initial year, some of these programs were dropped because they had been absorbed by other sources; the legal services program was dropped and replaced when an office of the Los Angeles Neighborhood Legal Services, Inc. opened, and the pre-school program was replaced by Operation Head Start. Other programs were added because experience in the community demonstrated their need. These programs included a crisis intervention service, a family skills center, a consumer education program, dropout prevention programs, and a summer activities program.

The Site. Initially located in the Ocean Park Community Center, the need for space led to the rental of a store-front building chosen because it was in "neutral turf", on a main street, within easy access of the Negro ghetto, the Mexican-American communities, and the "beach people". This building, named after the street on which it was located, became known as, The Pacific Community Center. It was hoped that it would continue as a community center beyond the period of the Professional Service Corps activities.

CHAPTER TWO

Initial Organization
and
History of the Project

CHAPTER II

INITIAL ORGANIZATION OF PROGRAM

A History of the Project:

A Case History in the Politics of Poverty

As indicated elsewhere in this report, this demonstration project emerged initially out of a concern for three widespread problems. The first of these was the shortage of people in the helping professions; the second was the need of educated women to find meaningful uses for their talents consistent with their own family responsibilities; and the third was our concern with the increasing fragmentation of services that were built around specialized "problems" rather than around whole people.

The Professional Service Corps was designed to approach all of these problems by hiring educated women on a part-time basis, by training them to provide fragments of professional services, and by creating a service which could deal with a very wide variety of problems.

After the concept was initially developed, we sought a site for the demonstration. Our criteria for site selection were simple: We wanted a community which

- had a large percentage of very poor people,
- had a severe shortage of services,
- was as ethnically mixed as possible,
- was small enough to permit observation of change,
- was adjacent to a well-to-do neighborhood from which part-time staffs could be recruited.

Examination of census and other demographic data led us to narrow down to two communities - Pacoima, California, in the San Fernando Valley, and Ocean Park, in Santa Monica, with the adjacent area of West Venice which was socio-economically similar to Ocean Park.

We chose Ocean Park-Venice for a variety of reasons. Chief among these was the fact that the project staff had previously worked in the area and were familiar with the agencies and people. Another major reason was our observation that Pacoima already had started to "move" and that it was becoming less a "poor" and more a "working man's" neighborhood.

For several months thereafter, we visited with people in the target area and with the agencies, which, though located elsewhere, have Venice and Ocean Park in their service boundaries. In addition to meeting with such local "influentials" as we could identify, we instituted a survey procedure to identify needs as seen by the residents themselves. A good deal of information about the people of Ocean Park was already available to us. A year earlier the Youth Study Center of the University of Southern California had conducted an intensive survey in Ocean Park, and their data was avilable to us.

Out of the survey, a fledgling organization had come into being called the Ocean Park Community Center, located in an old house which belonged to the Ocean Park Methodist Church. It hoped to provide a setting to which agencies might send staff so that their services would be locally available. While the idea seemed sound, its implementation lagged. State Employment did place a half-time youth employment worker there, and Family Service of Santa Monica had one of its caseworkers there for part of his time, but other agencies did not use the facility.

The site had limited utility. Inadequate plumbing, electricity and heating made it uncomfortable. It was not well located. With no staff of its own, communication was virtually nil. But it did have a very good representative board, a lot of enthusiasm, and was the only visible attempt to bring the resources of the larger community.to bear on the problems of the poor.

We met with this board and planned to work closely with them in program development. The first office space we used was at their building.

At about the same time these preparations were being made, and the first Professional Service Corps services were operating, the Economic Opportunity Act of 1964 was submitted to Congress.[1]

In first reading this Act, it never occurred to either our staff or the members of the Ocean Park Community Center, that Los Angeles County AS A WHOLE would be considered as a SINGLE community and have a single Community Action Agency. The size, the sprawl, and the diversity of this County made such an idea seem improbable to us.

As we read the early drafts of the Bill, it seemed that a coalition of Venice and Ocean Park was the kind of area the Community Action Program was directed toward.

The Project Director went to Washington and came back convinced that Venice and Ocean Park could qualify for a Community Action Agency, and that the Professional Service Corps could well be a part of the VISTA Program.[1]

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[1] In order to understand what happened in this project, the reader does need to know something of the development of the Federal Anti-Poverty Program in Los Angeles, and, in this narrative, some of these developments will be described.

Such leadership as had been identified in the Venice ghettos, agreed to join with the Ocean Park Community Center in drawing up and establishing a Community Action Program. A committee was formed, widespread discussion in the community was begun, and a plan came into being. The committee, chaired by the Project Director, completed its work and, at this point, August 1964, the Bill passed Congress.

We then discovered that only one organization in the community met the requirements for applicants - that it be an incorporated, non-profit, fiscally responsible agency with a prior concern for poverty and a capacity to provide matching funds. The Neumeyer Foundation was the only possible applicant - as we all interpreted the Act at that time.

With the urging of the leadership of both communities, the Foundation then wrote and submitted a proposal for a Community Action Program for West Venice and Ocean Park.

While we, in our innocence, were so engaged, a huge power struggle for control of the anti-poverty program was going on downtown - thirty-five miles from our seashore slum.

The Youth Opportunities Board was a joint agency of the State, the County, the City of Los Angeles, and the County and City School Boards. Organized to receive funds from the President's Committee on Juvenile Delinquency, it had organized a youth employment program with adjacent remedial reading and MDTA courses operated by the public schools. This program was located in a largely Mexican-American neighborhood in East Los Angeles, provided a novel form of intensive group counseling, and had an active "outreach" program to bring youngsters in for counseling and referral. Their board consisted of the five public agencies who created the project, and was administered from downtown offices in the County Building.

Their board felt that they should become the sole Community Action Agency for Los Angeles County. Further, since many of the initial staff of the OEO came from the President's Committee, there was an informally expressed feeling that there existed a "moral" commitment to let the Youth Opportunities Board (YOB) become the Community Action Agency (CAA).

Immediately after passage of the Bill, another contender for the County CAA was organized.

The Economic Opportunity Federation was organized in the first week of September 1964 by a large coalition of private agencies, unions, the smaller cities in the County, the County Board of Supervisors.

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[1] Now, 2-1/2 years later, VISTA has announced plans for the recruitment of part-time volunteers to serve the poor.

While invited to participate, the City of Los Angeles and the City Schools refrained from attending its organizational meetings. The Board which it organized contained representation of the major public and private agencies, schools and churches, the unions and businesses. Staff and space were provided by the Welfare Planning Council, a coordinating and research body to which most of the County's major private agencies belonged.

And so there was a stalemate.

Our proposal was in Washington and we sent copies to both the contending giants. Forgetting the truism that "you can't fight City Hall", the Project Director clearly stated his preference for the Economic Opportunity Federation because of its more representative base. The project was to pay dearly for that choice.

And we waited.

Meanwhile, at the OEO in Washington, someone read our proposal and liked it. Parts of it were reprinted for wider distribution as an example of a comprehensive Community Action Program.

Until the stalemate between the two contenders could be broken, OEO had agreed to accept proposals from Los Angeles that were recommended by both boards. The Youth Opportunity Board staff thus became assured of its assumption of the community action mantle, regardless of how the stalemate was resolved.[1]

Needless to say, the YOB staff couldn't "find time" to review the Venice-Ocean Park proposal.

In January of 1965, the Research and Demonstration Section of OEO encouraged us to submit the innovative portions of the proposal for direct support from Washington under Section 207 of the Act. A consultant, Mr. Jerome Ziegler, visited the project, and we were advised that we should separate out four of the components and submit them as separate 207 projects. These were submitted on February 4th and they were approved for support on March 5th.

On March 9th, the Youth Opportunities Board formally protested this Demonstration Grant.[2] Even though Section 207 had been designed to permit direct funding of innovative projects independent of the local Community Action Agency, the YOB insisted that it have veto power of these as well as the Section 205 Community Action Program Grants.

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[1] The stalemate was not resolved until after the Watts Riot in August 1965, and then by Federal intervention. The crux of the stalement was the insistance by the Mayor of Los Angeles that public agencies have voting control of the CAA Board.

[2] *Los Angeles Times*, Preview Edition, March 9, 1965.

The Project Director then found himself in a predicament unforeseen by the Act. Almost all of our clients were referred to us by public agencies, and, since a major goal of the program was to educate those agencies to use subprofessional personnel, their continued cooperation was essential.

While we could reject the monopoly demand of the Youth Opportunities Board, their charter specifically gave them the power to shut off all cooperation and referrals from public agencies. We were given clear indications that if we accepted a direct grant, they would exercise that power. We would thus have the money and could have a fine public scandal, but would be unable to serve the poor.

So we compromised - and accepted a ninety-day grant for a very narrow segment of the original proposal from the YOB, and agreed to hire an administrator acceptable to them (i.e., a person holding a Master of Social Welfare degree). This first demonstration grant became effective on May 3rd - two months after it was originally approved, and two months after we had expanded our staff on the basis of that approval.[1]

The ninety-day period was supposed to provide time for the YOB staff to visit our project and help us develop a one year proposal to be screened by the two competing CAA Boards.

Their first visit occurred on August 1st - two days before the expiration of the first grant. We again went through a cliff hanging period until a still further reduced program was approved on October 18, 1965 - this time for one year.

During these negotiations a number of other acts of the local Community Action Agency - the YOB (later renamed the Economic and Youth Opportunities Agency of Greater Los Angeles) - demonstrated the enormous difficulty of conducting any urban demonstration program.

A few examples from our own experience will illustrate what some of them could be.

When we organized our community board out of all the warring factions in the heterogeneous and disorganized area in which we worked, we knew that the union was going to be initially fragile. The people were willing to work together because they believed that only through unified effort would program support come to the area. The project staff felt that the board would not become a permanent and responsible body until it learned responsibility by having some power. We planned to start this power with our indigenous aide program - giving the board the responsibility of selecting, hiring and firing the indigenous non-professionals in our program.

This plan was short-circuited completely. The local CAP established a county-wide indigenous worker program. These workers were hired and supervised by a centralized branch of the CAP. They decreed that all indigenous workers had to be hired through that program alone; any agency wanting indigenous workers would apply to have them assigned - not as employees of the requesting agency - but as employees of the CAP and responsible directly to the CAP.

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[1] None of these costs could be recovered, since they were incurred prior to the finally effective date of May 3rd.

Most of the poor people on our board and in our employ were then hired by them, and were told that they could no longer serve on any community board.

Since they outbid us in salary, we instantly found ourselves bereft of our indigenous staff and bereft of poor people on our project board. Instantly, of course, the indigenous worker project attacked us for these lacks![1]

In June of 1965 an upper middle class Negro family and a few of their friends received a CAP grant to run a teenage center. When we offered to work jointly with them and pay part of their rent, they reported that they were told by "downtown" that they could not do this. Whatever belief in the value of unity existed was thereupon blasted, and each faction went fishing for money on its own.

Perhaps the most serious blow to the project came from the successful demand of the CAP that the scope of the program be limited. The people of the community helped define the scope in the first place; its reduction in scope was done without their participation. The national publicity about the anti-poverty program had raised expectations even beyond our original plan.

Our inability to deliver the originally proposed services was seen by many in the minority community as a betrayal for which we were held responsible. We were never able to fully explain the complex chain which reduced our range of services. Indeed, in the last week of the project a man came in seeking a small business loan - and was angry that we could not oblige him!

As the program was coming to an end, we sought guidance from the community as to whether we should seek to ensure continuation of the services under new auspices. With the exception of the few politically motivated people who opposed every program they could not control, the response was unanimously positive. Petitions were signed by hundreds of local residents and the local agencies were eager for continuation.

It was thus possible to transfer functions and staff to other agencies rather than shut them down. The tutorial, employment and consumer education programs were continued by a new state service center which opened as we closed. The boys' clubs were continued by the Ocean Park Methodist Church, and most of the girls' clubs were continued by various volunteer groups. The program for pregnant teenagers was continued by the Health Department's local office.

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[1] We had earlier offered to house the local branch of the County program, to avoid competition. This offer was refused.

The Family Agent Program, the crisis service, the family skills center, and part of the remedial program were continued by Family Service of Santa Monica, a Community Chest agency. Significantly, when Family Service applied to the CAP for a 205 grant, the local CAP would only support the cost of half the number of Family Agents - and that much for only six months. The effectiveness of that program is described in this volume and in a separate additional volume. The model it provides is now widely used in other communities.

CHAPTER III

Recruitment, Selection, and Training of Staff

CHAPTER III

RECRUITMENT, SELECTION AND TRAINING OF STAFF

The Staffs: An Overview. In addition to our basic hypothesis that it would be possible to staff a wide variety of service programs utilizing educated women, retired professionals, and college students as part-time staff, staff were assigned from other sources as well - from VISTA, from the local CAP's indigenous worker program, and from the Neighborhood Youth Corps. Volunteers who were not reimbursed for their time or expenses were also participating, and, of course, there was a small administrative staff. This section describes these staff groups and their roles in the project.

Staff Size and Turnover. Staff size varied during different phases of the program, from a low of 26 in October of 1964 to a high of 100 in March of 1966. Table I describes these fluctuations in terms of the project's financial history.

Of the 215 people who participated as project staff, 131 were members of the Professional Service Corps. Twenty-six other staff members were assigned to the project, including VISTA volunteers, work-study students, NAPP and NYC personnel. In addition, 27 unpaid volunteers offered their services.

An analysis of this staff was undertaken to determine how likely any given category of staff was to remain with the program until completion. Some individual programs were completely eliminated before the end of the demonstration; in computing the percentages of staff who completed the program, the staff members in these programs were eliminated from the computations.

Table II presents the "turnover" data for each of these groups of personnel.

Selection and Training. Most of the administrative personnel were employed early in the program before Federal funding was received; for these, no direct recruitment procedures were used. Applicants heard about the program through professional or agency sources, or friends. After Federal funding was received and additional administrative personnel were needed. the minority specialist at the State Employment Service was contacted to send applicants for staff vacancies.

STAFF SIZE BY MONTH

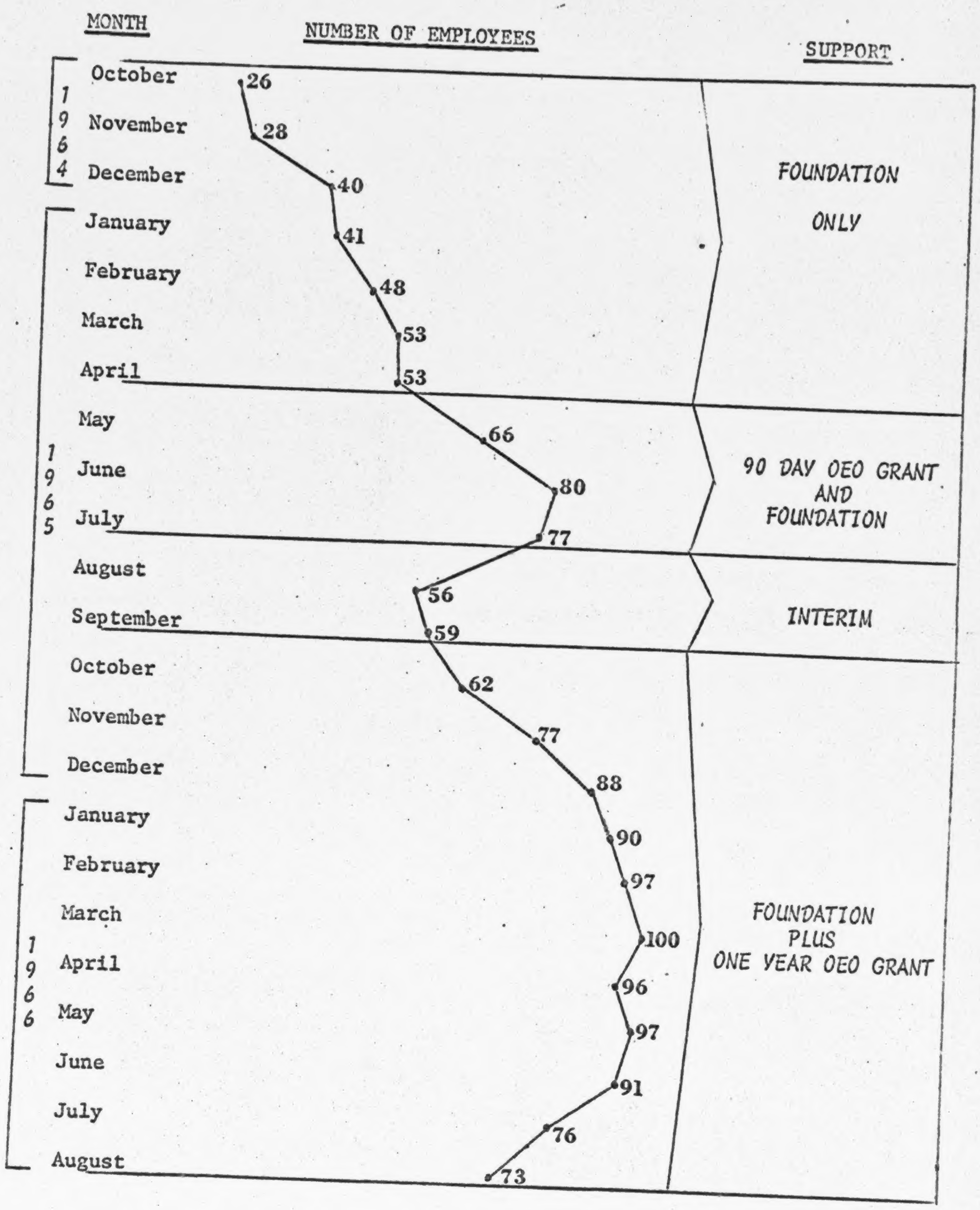

TABLE 1

TOTAL PROJECT STAFF

TABLE 2

EMPLOYED STAFF	Employed	Terminated	Completed Project
Administration	9	2	7
Clerical	8	5	3
Maintenance	7	5	2
Employment Training*	7	7	0
Total Employed	31	19	12
Total PSC Staff	131	68	63
Total Employed Staff	162	87	76
STAFF ASSIGNED TO PROJECT			
Neighborhood Adult Participation Project	2	2	0
Neighborhood Youth Corps	4	3	1
Work-Study	10	4	6
VISTA	10	2	8
Total Assigned Staff	26	11	15
UNPAID VOLUNTEERS	27	19	8
TOTAL PAID, ASSIGNED, AND VOLUNTEER STAFF	215	117	98

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*Program Discontinued.

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After an initial written application, applicants who seemed qualified were called for appointments and interviewed by the Director of Selection and Training. During this interview, an assessment of skills was made to determine which of the programs the applicant seemed most qualified for. Applicants for positions as Family Agents were selected by the Training Director; for all other programs, this interview was a preliminary screening device, and final selection of staff was made by the supervisor of the program for which the applicant seemed most qualified.

In addition to the particular skills required by the job itself, applicants were interviewed in an effort to assess general attitudes and interpersonal skills which included:

A. General concern for alleviating the conditions of poverty.

B. An understanding of special problems of minorities and desire to improve intergroup relations.

C. A non-judgmental attitude toward widely differing standards of behavior and attitudes.

D. A concern with individual human rights.

E. An ability to deal with agencies, institutions and authority with tact, firmness and good judgment.

F. An ability to relate to clients with warmth and understanding, but not to over-identify.

G. A willingness to be available to clients on a regular and emergency basis.

H. A personal acceptance of attitudes and values necessary to successful social adjustment without either undue rigidity or hostility.

I. General high standards of honesty and responsibility and an ability to function reliably in a relatively unstructured situation.

J. A neat and attractive appearance, clear and pleasant manner of speaking.

All staff participated in an overall training program offered at regular intervals during the span of the project. This training program included:

- an orientation to the Poverty Program, nationally and locally,

- an orientation to the Culture of Poverty,

- an orientation to the local community, its demographic characteristics, its agencies, services and particular problems,

- the history and organization of the Neumeyer Foundation Demonstration Project, and,

- the organization and structure of the agency itself.

With the exception of the Family Agents, all staff received the actual orientation to the job from the supervisor of the program to which they were assigned. A complete description of the Family Agent Training Program is to be found in Monograph No. 2 of the Professional Service Corps.

Intra-departmental on-the-job training was given and staff meetings were held regularly for the duration of the project.

Section A

The Professional Service Corps Staff

As seen in Table III, of the 131 Professional Service Corps (PSC) members, 63 remained with the program until its completion. Another 13 were in programs which were terminated, so that the job itself was eliminated; these included the pre-school, legal services and employment training programs. In this category of personnel, of those who could remain with the program until completion, 58% did.

The largest turnover in personnel occurred in the club program. In part, this was due to the fact that this was the most demanding of the jobs in the program, but also because of a difference in the demographic characteristics of those hired as club leaders as compared to other PSC personnel. Whereas the largest number of Family Agents were in the age category of 26 through 40, the largest number of club leaders were between the ages of 20 through 25. Most Family Agents were married and had children. The life situations of the club leaders were such that amount of income was an important factor, which was not the case for the Family Agents. For these reasons, turnover among club leaders was high.

Of the 68 Family Agents employed, 59% completed the program. Reasons for termination of the 28 Family Agents are discussed in Section A, Part 4 of Chapter IV.

The most stable of all the PSC members who entered the program were those who moved on to administrative positions. Of these six, five remained until completion; the one who left did so to take an administrative position in a Job Corps camp. It is understandable that those women whose abilities were recognized and rewarded by increased responsibility, as well as status would be the most satisfied employees and the most likely to remain.

While it became immediately apparent that it was possible to recruit and utilize a wide variety of skilled part-time personnel to work for $2.00 an hour, we were interested in finding out if the pay was important, and what kinds of people one could expect to remain with the program over a long time span.

Toward this goal, a detailed study of the demographic and personality characteristics of the Family Agents - the largest group of PSC members - was conducted. These findings are included in the program report on the Family Agents in Chapter IV of this volume.

Although it was possible to attract local residents and minority group members as applicants for the program, it proved difficult to hire them because of the low rate of pay. As the poverty program developed throughout the community, it became increasingly difficult to hold on to those employees in this category who had been hired, since the possibility for employment at higher rates of pay developed elsewhere.

Towards the end of the project, PSC staff were interviewed to find out how important the pay had been, if it had contributed to their job satisfaction, and whether or not their employment conflicted with their roles as wife and mother.

When asked how important the pay was, two-thirds of PSC staff felt it was important, and one-third said they would continue even without pay. However, nearly all said that the pay barely covered their on-the-job expenses. Thus, they could be considered as reimbursed volunteers rather than paid staff. Under such conditions and at this rate of pay, similar programs could not expect to hold on to employees whose need was to earn a living.

More than half of the PSC members reported that in addition to the fact that the pay covered their expenses, the very fact that they were paid helped raise their status in their own eyes as well as with the agencies with whom they worked. They also reported that it helped sustain their morale.

Only one out of every four PSC members found that there was any time conflict between their roles as wife and mother and their staff responsibilities. Two-thirds reported that the work actually augmented and enriched their family lives.

Section B

College Students

A total of 31 college students were employed in this program. Twenty-one were members of the PSC and ten were assigned to the project as Work-Study Students. Primarily upperclassmen, they were employed in tutorial work, the club program and in research activities. They represented a wide range of institutions and participated in the program from its inception.

Table III describes the participation of the college Work-Study students only. Initially contracted with UCLA, and, later with California State College, their participation began with the beginning of UCLA's Work Study Program in June of 1965.

College Work-Study Students

1965		1966	
Month	Number	Month	Number
June	3	Jan.	7
July	4	Feb.	5
Aug.	3	Mar.	6
Sept.	6	Apr.	6
Oct.	6	May	6
Nov.	6	June	6
Dec.	7	July	5
		Aug.	5

TABLE 3

After the close of the demonstration activities, five students remained with the project to assist in the evaluation and preparation of these reports. Three of those five were employed under the Work-Study Program.

Altogether, ten different individuals were employed as Work-Study students. Of the four who were terminated, two proved to be unsatisfactory, one transferred to another college, one was drafted, and the other six completed the project.

Section C

VISTA Volunteers

A group of eight VISTA volunteers were assigned to the project in February of 1966. With later additions, this became a group of ten.

Although job descriptions and specific background requirements were part of our original request to VISTA, assignments were apparently made independently of this request, and posed, for us, a massive training and job-creation task.

The ten ranged in age from 18 to 73. There was no apparent evidence that they had been screened for either aptitutde, attitudes toward the poor, or personality characteristics. With a median age of 22, they appeared to be simply a random sample of youths. Their training had not prepared them for any specific type of service, but had aroused in them the expectation that they were each going to massively organize the poor into an effective campaign against social institutions.

None of them could speak Spanish and seven of them could not drive an automobile, although both these skills were specified as of critical importance. The Foundation finally sent three of them to a private driving school.

After an initial orientation, we assigned them to work in the neighborhoods to "get out the vote" for the Los Angeles CAP Board elections which were scheduled to be held shortly after their arrival. We felt that this would quickly introduce them to the area and its people. They worked very hard at this task, distributing flyers, knocking on doors, manning a sound truck, and, for those who could drive, taking people to the polls. Out of a minimum estimate of 8,000 eligible voters in the target area, only 87 voted in the election.

Further attempts at mass action were similarly discouraging. The VISTA volunteers were allowed to design their own activities; they undertook production of a neighborhood newspaper and a discussion-and-movie program. Unable to get community participation in either activity, they finally were ready for training in service activities.

They were then absorbed into a variety of programs: The crisis service, youth employment, club work, tutorial services, and the family skills center. All but two remained with the program until the end of their enlistment. One was transferred nearer her home, and the other was transferred at our request for inadequate performance.

Section D

Indigenous Non-Professionals

As described earlier, the employment of people from the immediate area, to be responsible to the neighborhood board, was part of the original plan of this program. Because of the nature of the tasks, the part-time assignments, and the low rate of pay, recruiting ghetto people was very difficult, and the largest number of employees in this category we had during any month was fifteen. This number was achieved during the initial ninety-day OEO grant, when our work-training component included a large number of full-time jobs. With the exception of our comptroller, every full-time position in the project, during its entire history, was held by a previously unemployed target area resident.

Two decisions of the County CAP organization further reduced the number of jobs open to poor people in the program:

A. The work-training component was not approved for continuation beyond the initial ninety-day period. While we concurred in this decision, it was this program which provided the full-time jobs that were attractive to the poor.

B. A centrally directed indigenous worker program was established by the CAP along with a contractual requirement of delegate agencies that all indigenous workers be employed by this central organization. If any delegate agency wanted indigenous workers, they had to apply to this central office. Workers assigned were not responsible to the delegate agency but remained responsible to the CAP and were paid by the CAP. Since the Project Director openly expressed his concern that this arrangement would interfere with the development of responsible neighborhood boards, his request for the assignment of workers was not enthusiastically received.

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In October of 1965 two such workers were finally assigned - one of whom had originally been employed as a part-time worker by the project. She resigned in March 1966, to become the director of an OEO financed teenage recreation center. She was not replaced by the CAP agency. In May, after completing her training as a tutor, the other woman resigned because she could not manage the duties of the job and care of her two pre-school children. She was not replaced by the CAP. By contract amendment, we were able to retain other indigenous workers already on our payroll. Table IV describes the numbers of indigenous workers during each month of the project.

The effectiveness of our efforts with indigenous non-professionals is best measured by the fact that all of them now have full-time employment, and that they are, in almost every case, the executive and supervisory personnel of the neighborhood projects and organizations which have come into being in the last year.

INDIGENOUS WORKERS

TABLE 4

	Employed by Project	Assigned by CAP
October 1964	0	
November 1964	1	
December 1964	1	
January 1965	3	
February 1965	5	
March 1965	6	
April 1965	6	
May 1965	13	
June 1965	15	
July 1965	13	
August 1965	5	
September 1965	4	
October 1965	6	2
November 1965	10	2
December 1965	11	2
January 1966	12	2
February 1966	12	2
March 1966	11	1
April 1966	10	1
May 1966	10	1
June 1966	10	
July 1966	7	
August 1966	7	

Section E

Neighborhood Youth Corps

With the beginning of the NYC out-of-school program in Los Angeles in August 1965, two NYC enrollees were assigned to the project. A third trainee was assigned in November 1965, and a fourth, replacing the third, in February 1966.

Of these four trainees, one obtained a full-time job, one was sent back to the NYC office as unable to assume the tasks required; one went to jail, and one completed the program.

Section F

Volunteer Staff

During the course of the project, 27 unpaid volunteers offered their services in various phases of the program ranging from Family Agents, to club leaders, tutors, skill center teachers and community organizers. The volunteers had essentially the same academic and professional experience as the PSC members. Of the 27 volunteers, 8 (or 27%) remained until project completion.

It is not surprising that turnover was highest in this group, particularly since the PSC members were viewed as paid volunteers, and those who were not being paid tended to feel that they were discriminated against. Included in this group were many who initially insisted that being paid was irrelevant, and that all they wanted was an opportunity to be of service. However, as they found themselves assigned to the same tasks for which others were being paid, the opportunity to serve became less important, and the issue of pay more important.

Of those volunteers who dropped out of the program, more than half said they would be willing to return when the budget allowed them to be included on the payroll.[1]

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[1] The average gross salary of a PSC member was $63 per month. It is clear that the symbolic meaning of a paycheck was the critical issue - not the amount.

Section G

Administrative, Clerical and Maintenance Staff

As shown in Table V, of the other staff employed in the program, the turnover was lowest for the administrative personnel and highest for the maintenance staff. All seven of the employees hired for the employment training program were terminated at the end of the funding for that program. Clerical and maintenance turnover was high, mainly because it was the policy to hire only residents of the area for these positions in order to give them work histories. About half of those who terminated moved on to more skilled employment at higher wages. These positions proved to be effective for providing work experience and on-the-job training for these employees.

The general educational level of the administrative staff was very high; of the nine who were employed, three had Ph.D. degrees, four had M.S.W. degrees, one an M.A. and the other a B.B.A.

Staff Percentages Completing Project

Program	Percent
Professional Service Corps	58
Volunteers	29
Administrative	78
College Work-Study	60
VISTA Volunteers	80

Conclusions. The administrative personnel in both the Professional Service Corps and the other staff categories were the most apt to remain with the project. This is a confirmation of the many studies which indicate that those employees with the most responsibility and consequent status are the most satisfied. It would suggest, however, that turnover in all categories, including the PSC might be reduced if programs were planned to include opportunities for upgrading of position and responsibility.

The difference between the 58% completion rate of the PSC members and the 29% rate for the volunteers indicates that payment, even at a nominal rate, is a factor in the length of time staff remain with a program. Pay also seems to be a factor in self perception as well as job satisfaction.

Within the PSC category the club leaders had the highest staff turnover rate. It would appear that some changes in either the job structure, the selection criteria, or the rate of pay would be necessary to maintain staff in these positions.

Likewise, the tutorial program, which used credentialled teachers, had a high turnover rate, although the total number in this category was probably too small to allow for decisive conclusions. However, since teachers have many other employment opportunities for part-time work at higher rates of pay, it probably could not be expected that staff in these programs would remain as a source of long-term personnel at this rate.

The demographic and personality characteristics of the Family Agents who remained in the program are described in detail in Chapter IV, Section A.

CHAPTER FOUR

Programs Focused on Families and Individuals

A. The Family Agent

B. Crisis Intervention Service

C. Remedial and Self Instructional Programs

D. Counseling and Psychotherapy

E. The Employment Program

F. Legal Services

Section A

The Family Agent Program

Introduction and Overview. As the largest of the programs operated, and central to all other services, were the Family Agents.

The Family Agent Program is a new concept in the use of sub-professional personnel, utilizing the services of college educated women who work part-time with low income, multi-problem families. The program was designed to:

- tap an unusued source of manpower to provide intensive and much needed services to families at a low cost,
- provide for a two way diffusion of culture,
- provide agents of social change.

The Tasks of the Family Agent. Family Agents work on an intensive and intimate basis with families referred by the Bureau of Public Assistance, the Probation Department or the public schools. Working with from one to four families, an average of four hours a week, the Family Agents act as a "knowledgeable friend" whose function it is to serve as an advocate for the family. By both experience and training, the Family Agent is prepared to help the family find the resources and services it needs.

Depending on the needs of the family, the Family Agent provides a wide variety of coordinated services - she helps the family get to agencies, fill out the forms, and cut through the red tape. She may go to school conferences and interpret to the mother why the child is having trouble in school, while at the same time alerting the school to problems in the home and differences in attitude and culture which make the school situation difficult for the child. She may provide tutoring services or help with homework. She may help organize the family budget, or help the family avoid time-payment traps in which the poor are so often involved. She helps the family find and utilize needed medical, dental, psychological or legal services.

The Family Agent, is in short, a knowledgeable friend who knows her way around the society, and while finding and providing resources, serves as a role model for members of the family. Many underprivileged families are, in essence, strangers to our culture. They are an "extra class", cut off from services and organizations, the norms and decision-making processes of the larger society. Frequently they are frightened of officialdom and cannot cope with the impersonal bureaucracy. Unable to find the services they need to gain in skill and self-sufficiency, they often have decreasing opportunities to learn the kinds of behavior and values which might lift them out of their plight.

In providing the warm human contact as well as locating the services needed, the Family Agent thus acts as An Agent of Acculturation and diffuser of culture.

Important as it is for the poor to develop the skills and attitudes necessary for assimilation, it is equally important that the larger society become aware of, and deal with those factors and institutions which now restrict the ability of the poor to enter into the larger culture. As a link between the poor and the middle class, the Family Agent serves as an Agent of Change to bring about needed changes in both the behavior of the poor and of the agencies of the larger society.

For this reason, those women selected as Family Agents are active in organizations throughout the larger society and are skilled in the area of community action. As they gain in understanding of the needs and problems of the poor families they come to know intimately, they can interpret this understanding back to the groups in which they are active, and pressure for needed changes.

A detailed description of the recruitment, selection and training of the Family Agents is provided in Monograph No. 2 of the Professional Service Corps.

Guidelines for this training program were developed in conjunction with the Bureau of Public Assistance, the Probation Department and other agencies working with the target population. Guidelines for the role and tasks of the Family Agent were developed after careful consultation and interviews with the families who were to be the recipients of the services.

After the initial training program, each Family Agent worked under the direction of a professional supervisor, skilled in case work services and familiar with the area.

During the course of the program, a total of 68 Family Agents gave service to 235 low income families of the area. They spent a total of 25,407 hours either in direct contact with those families or in finding services for the families.

While the day-to-day work of the Family Agents and their supervisors were focused on efforts to improve the economic and general status of the families, the efforts of the research staff were directed to finding ways of evaluating change among the families, evaluating the techniques employed by the Agents in an attempt to effect that change, and in finding out more about those families too often called simply, "the poor".

Part 1 - The Families Served

A total of 235 families were served during the two years the program operated. The phasing of new referrals as well as the assignment of the Family Agents is illustrated in the following table:

CLIENTS AND STAFF - FAMILY AGENT PROGRAM

	New Clients	Total Clients	New Staff*	Total Staff *
October 1964	69	69	13	13
November 1964	56	125	0	13
December 1964	110	235	11	24
January 1965	47	282	2	23
February 1965	12	294	1	24
March 1965	40	334	1	23
April 1965	35	369	0	23
May 1965	12	381	1	24
June 1965	156	537	14	35
July 1965	96	633	1	36
August 1965	19	652	0	29
September 1965	89	741	0	32
October 1965	48	789	0	29
November 1965	300	1,089	8	36
December 1965	63	1,152	6	42
January 1966	64	1,216	2	42
February 1966	111	1,327	5	46
March 1966	91	1,418	5	50
April 1966	12	1,430	0	46
May 1966	0	1,430	0	46
June 1966	7	1,437	0	43
July 1966	13	1,450	0	40
August 1966	14	1,464	0	38
September 1966	Reduced and Absorbed by Family Service of Santa Monica			

*All Part Time

The first section of this report deals with the demographic characteristics of the families - who the families were, their size and ethnic composition, their sources of income, and the kinds of problems for which they are referred. Three case histories are presented to illustrate the kinds of families with whom the Agents worked, and how they dealt with these cases.

The second section deals with our research into the life styles of the poor. We are concerned with family and ethnic differences in the goals these families set for themselves, the resources they have available to them, and the processes they utilize to make use of their resources to achieve their goals.

The role of the Family Agent is then examined: How she went about establishing rapport with the family, how she was perceived by the family, what kinds of services were rendered, how the Agent related to other agencies, and her assessment of her own areas of effectiveness. In this section too, the kinds of intervention techniques employed by the Agents are examined.

An attempt was made to construct a scale by which an Agent could evaluate change in a family. The results of the findings of the Family Movement Scale are described in the fourth part.

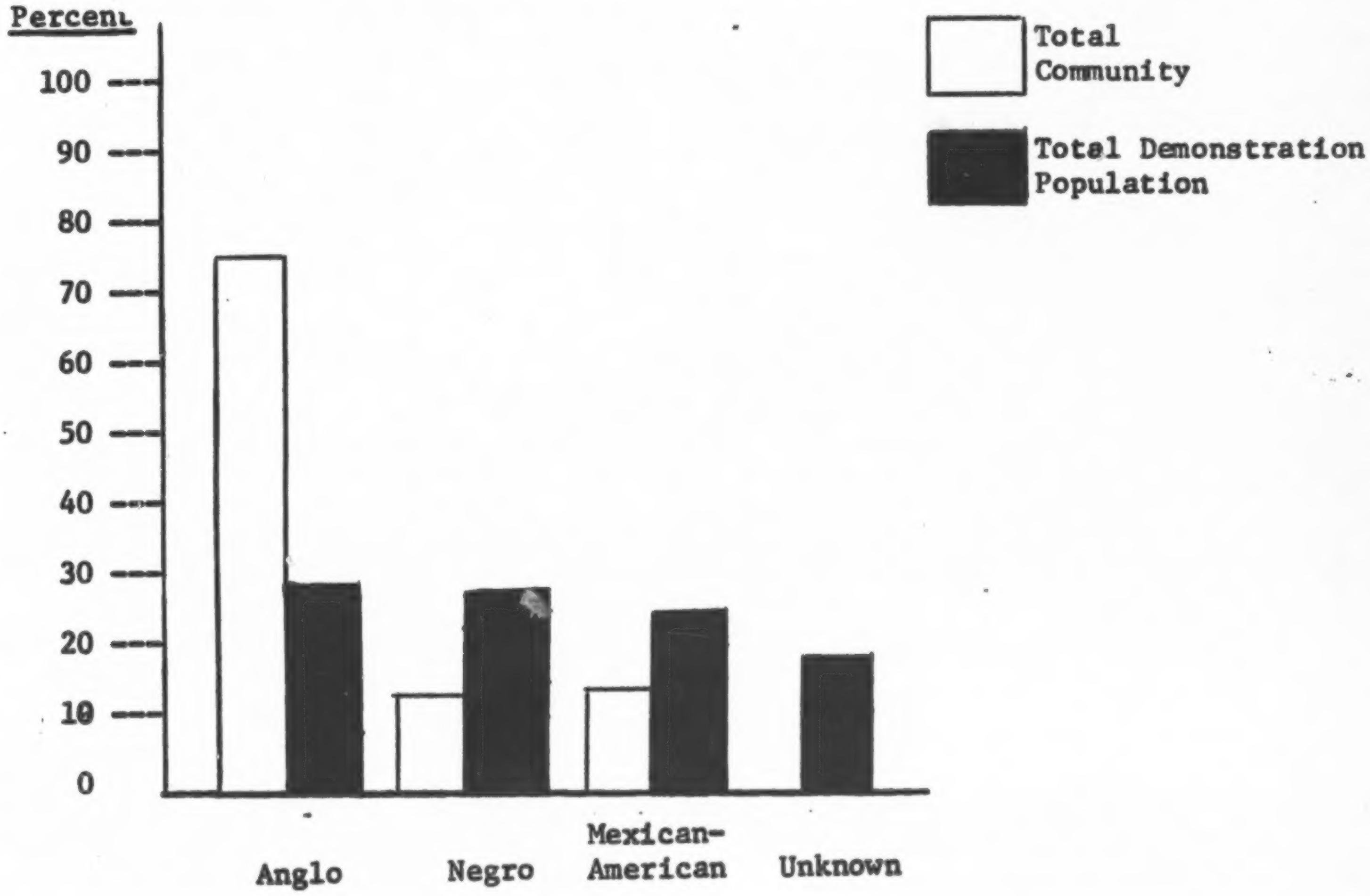
And, finally, there are the overall conclusions of the areas of evaluation of the Family Agent Program.

Most of the families were apt to be referred by the Bureau of Public Assistance, the school system, or the Probation Department. Three out of four referrals came from these agencies for the duration of the project. While there was a slight increase in self referrals, referrals from within the project, and of other referrals as a function of time, these other sources remained minor as compared to the three major referring agencies.

Referral Source (in Percentages) for 235 Families

Unknown	2
Bureau of Public Assistance	26
Schools	21
Probation	29
Self	4
Within Project	8
Other	10

As previously mentioned, one of the reasons for selecting the community as the site of the demonstration was because the ethnic distribution was similar to that of Los Angeles County as a whole. Within the Venice-Ocean Park community, 75% of the population were Anglos, 11% were Negro, and 14% were Mexican-American. However, of the families served, 29% were Anglo, 28% Negro, and 25% Mexican-American. (Ethnicity of 17% of the sample was unknown, because at the onset of the program, ethnicity was not recorded. Recording of ethnicity was initiated at the request of the Office of Economic Opportunity.)



Ethnic Distribution

Thus, within the population served, minority groups were represented in far greater percentage than they existed in the community. Though neither the referrals, nor the ethnicity of those referred was in any way deliberately controlled by the center, there was remarkable consistency during the project period of the distribution of both the sources of referral and the ethnicity of those referred.

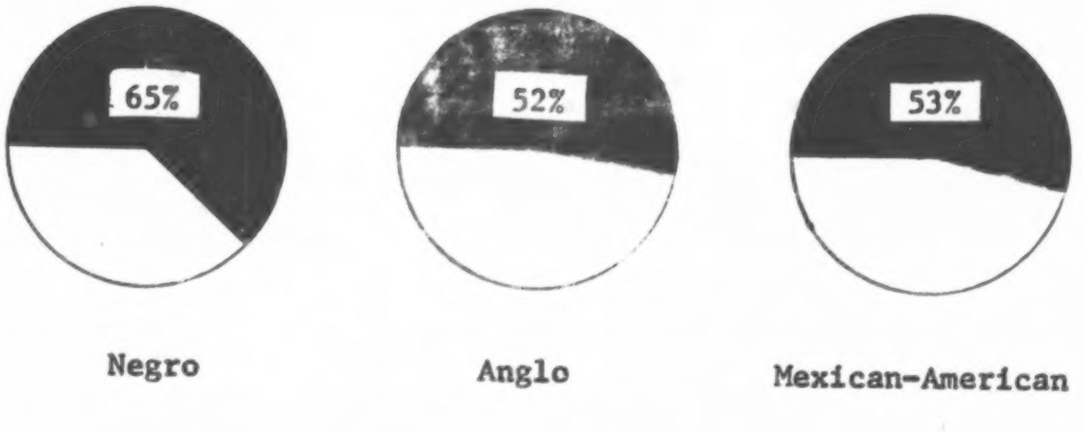
The families referred were generally very large, with the mean family size being 6.2 members. As seen below, the Mexican-American families had the largest number of children per family.

	Negro	Anglo	Mexican-American
Mean Number of Children	4.5	4.6	5.4

The largest number of children any Negro family had was twelve. Thirteen children was the largest any Anglo family had, while one Mexican-American family had seventeen children. Twenty-two percent of the families had more than nine members.

As seen below, more than half of all the families served, regardless of ethnicity, were headed by women. This was most frequently true of the Negro families. It had not been anticipated that there would be so many Mexican-American families living without a father in the home. However, apparently under conditions of great stress, even the Mexican-Americans, with their great tradition of family adhesion, show an unusually high degree of family disorganization.

Families Headed by Women - Demonstration Sample

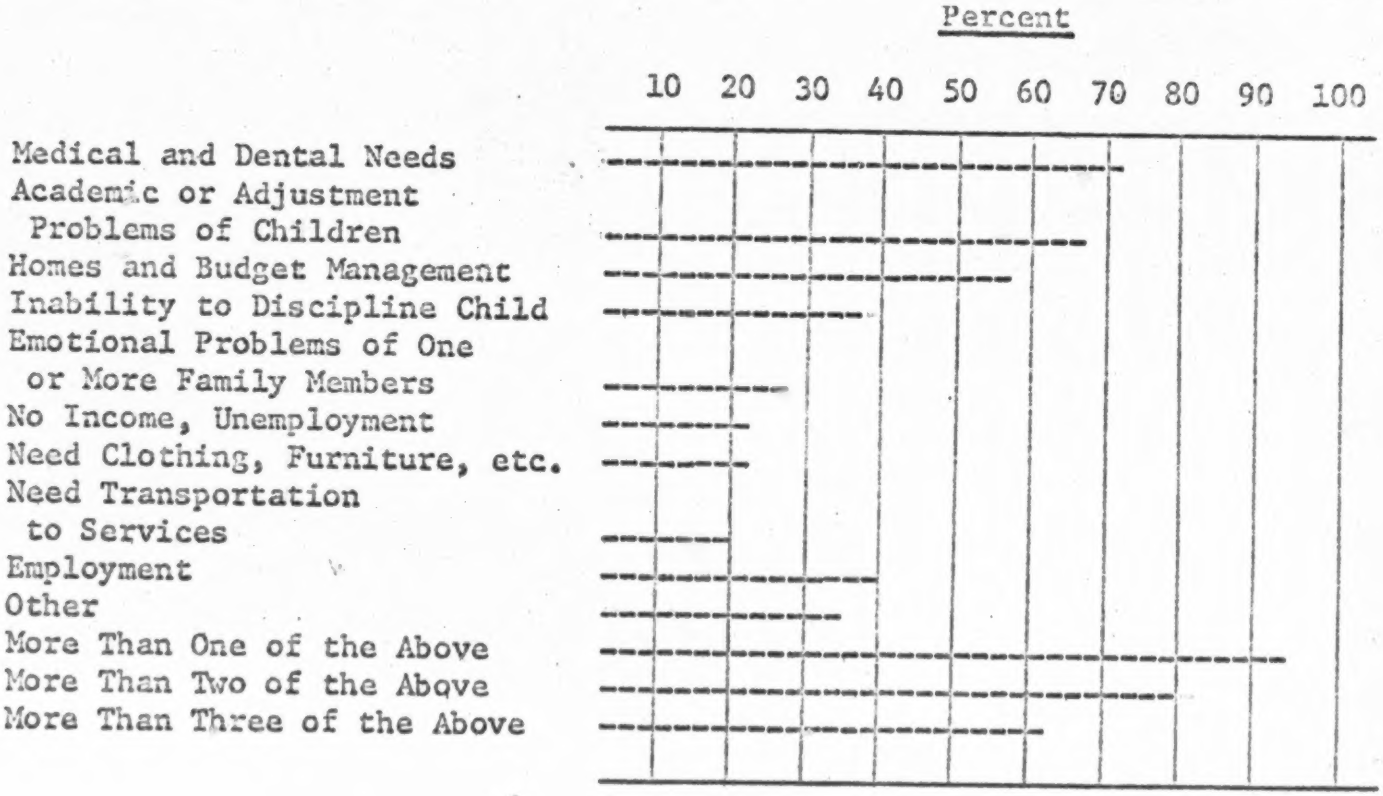


The Bureau of Public Assistance provided the total support for 43% of the families, and another 6% received financial aid from other sources including private ones. While only 16% of the families are reported to have employment as their total source of income, it may be presumed that many of the 35% for whom source of income was not reported were also employed. If a family were receiving welfare aid, it was almost always known and reported by the Family Agent. However, if a woman was being supported by an employed man to whom she was not married, she was less apt to report this source of support. However, it may be safely said that a minimum of 49% of these families were economically dependent.

Family's Source of Income by Percent

Unknown	35
Bureau of Public Assistance	43
Other Assistance	3
B.P.A. and Other	3
Employment	16

Most families were referred to the Family Agent Program for more than one reason, and generally for reasons with which the referring agency was not able to deal either because of time or agency function limitations. Reasons for referral included:



Thus, the typical family seen by the Family Agents may be characterized as belonging to a minority group, with four or more children, headed by a woman who is apt to be at home with the children. The family is likely to be financially dependent, and very likely to have a variety of problems including medical, economic and social adjustment. More than half were referred by agencies structured to deal with family problems, so that these families can be presumed to be the most problem-ridden seen by those agencies.

The Work of the Family Agent: Illustrative Cases

Three cases have been selected to illustrate the range of work of the Family Agent - one Negro, one Mexican-American, and one Anglo. They are representative, though not claimed to be typical of the major ethnic groups of the area. One was referred by a public school, and two by the Probation Department. Both of these were families also receiving aid from the Bureau of Public Assistance. All names are, of course, ficticious.

When initially referred, all three families showed financial instability, generally poor living conditions, and had difficulty in coping with problems and finding resources to meet family needs. During the period seen, all improved their general living conditions, one improved its financial status thbough employment, two stabilized their financial situation through public assistance, and two were better able to find resources to meet family needs. As might be expected, the family with the greatest initial strength and stability showed changes in all three areas.

Recommendations were made to terminate one of the families, to continue with one for a brief period, and to continue with the third on an ongoing basis.

The cases are here presented starting with the initial referral, followed by the conference with referring worker (if any), the initial meeting with the family, the family background, family living conditions, ways of meeting the initial request, ongoing efforts with the family, and the interim or terminal recommendations on the case. These cases were chosen to give an indication both of the kinds and varieties of problems encountered, and the actual services and methods employed by Family Agents in their work.

6

PROFESSIONAL SERVICE CORPS

AGENCY REFERRAL FORM

REFERRING AGENCY: Probation DATE: 9/1/65

FAMILY: Names and ages of family members:

GONZALES - Jose (30)
Betsy (30)
Sally (8)
Jose, Jr. (7)
Carolyn (6)
Rosie (15)
Sandra (13)
Richard (12)
Maria (11)
Earl (5)

ADDRESS: TELEPHONE:

DATE FIRST CONTACTED BY YOUR AGENCY: 8/25/65

OTHER AGENCIES WORKING WITH FAMILY:

Bureau of Public Assistance

SUMMARY OF CASE:

8/18: Suicide-murder attempt. Call to police made by mother's brother after she told him on phone she was going to kill herself and children by turning on gas. All eight children (and a visiting neighbor child) were present when police arrived. This is Betsy's second marriage. First was with a man who drank excessively, beat her and the children and eventually abandoned family. New marriage was pushed by BPA after a lengthy common-law arrangement. Although Mrs. G. wanted to stay home with the children, she could not afford to do so, as after the marriage BPA cut off aid to the four children by the previous husband. Mrs. G. worked graveyard shift as a machine operator for 2-1/2 years; in this way she was at home during day to care for children. Mrs. G. has numerous health problems: Had a hysterectomy in 1963; has been on rigid diet and reduced from 234 pounds to 165. She has been active in various community groups and is well liked, and seems of average intelligence. Mrs. G. has been extremely jealous of husband, and it was this jealousy that percipitated the murder-suicide attempt. Mr. G. says he is fed up with his wife's suspicions and is considering leaving family. Mrs. G. was released on probation and the children are at home with her, but Juvenile Court hearing is still pending. BPA aid may be reinstated.

IMMEDIATE NEEDS:

Must learn to talk about her troubles; follow through on needed psychiatric treatment.

Family Agent Assigned

Referred By

GONZALES

Conference with Referring Worker

Met with Probation Officer to get additional information on family. It appears that the suicide attempt followed a threat from one of Mr. G.'s girl friends that Mr. G. was in love with her and was going to leave his wife to marry her; also the girl friend made statements that Mrs. G. had been an inadequate mother, and that she would probably lose custody of the children when Mr. G. left her.

Following suicide attempt, Mrs. G. was sent to psychiatric treatment center for observation and then released. A 600 petition was filed on behalf of the children (later sustained, and the children became wards of the court).

PO stated that diagnostic report had recommended on-going treatment for Mrs. G., and PO wanted assistance of Family Agent in finding appropriate referral for Mrs. G., as well as support from Family Agent in helping Mrs. G. keep these appointments.

Initial Meeting

Following conference with the PO, Family Agent was introduced to Mrs. G. in court the day Mrs. G. was released on probation. PO told Mrs. G. that the Family Agent would help her find continuing psychiatric treatment, and would be available to help her reorganize her home situation and supervise her children. The Family Agent found Mrs. G. to be a pleasant, pretty woman, quite short and still seriously overweight despite recent weight loss. She was frightened and unsure of herself, but eager to show cooperation. Family Agent made appointment to visit Mrs. G. in her home the next day.

Mrs. G. had been born in the United States of Mexican born parents; she had completed the 8th grade at school when she married her first husband and the first child, Rosie, was born. Husband, the father of the four oldest children, had worked intermittently and drank to excess. Mrs. G. had worked at various factory jobs to support her family. Her mother had lived with family and cared for the children until her death ten years ago. After the mother's death, conditions became intolerable. Mrs. G. got a divorce from her first husband and began receiving Public Assistance so that she could stay home with her children.

After two years of living alone with her children, Mrs. G. met and set up housekeeping with Mr. G., who worked as a day laborer. She continued to receive support from the Bureau of Public Assistance for the four children from her first marriage. After the birth of the third child by Mr. G., the Bureau urged her to marry Mr. G., which she did; at this time, assistance for the first four children was cut off.

The marriage to Mr. G. was marked by conflict because of his continued attention to numerous other women in the neighborhood, the most recent of which was his rather open attention to a young woman who lived two houses away, whom he saw primarily when Mrs. G. was at work on the swing shift.

Mr. G. had been born in Mexico, had moved with his family to Texas as a young child where he went to school through the 6th grade. Since coming to the Los Angeles area as a teenager he had been employed fairly regularly as a laborer in the construction industry. Mr. G. felt that he had been unfairly trapped into supporting four children who were not his, first by Mrs. G., and then by the social worker from the welfare department. He felt and displayed considerable hostility both to his wife, and to the four older children, whom he perceived as an economic drain.

Family Living Conditions

On the first visit to home, Family Agent found the small and crowded house to be in good order, especially considering the absence of the mother for a month. Subsequent visits showed Mrs. G. to be a compulsive housekeeper, who maintained her home and her children's clothing in good condition. Meals were well planned and served. Mrs. G. took less care of herself than of the children and home.

Within a week after Mrs. G. returned home, Mr. G. left the family and returned to Texas, stating that he was fed up with his wife and her suspicions. The neighbor with whom Mr. G. was involved told Mrs. G. she would soon leave to join Mr. G., although this did not happen.

Mrs. G. became increasingly depressed and lethargic, sleeping much of the time. She was embarrassed to go out into the neighborhood because she felt everyone knew and was talking about her husband's affair with the neighbor as well as her own suicide attempt. In spite of her depression, she continued to maintain the house in excellent condition.

Meeting Initial Request

Although the prime need as seen by the Probation Department was for continued psychiatric treatment, the departure of Mr. G. left the family with absolutely no income, and this became the most urgent issue. Contact was made again with the Bureau of Public Assistance, and after three months, regular payments were initiated for the entire family. During the interim, emergency aid was found from a variety of sources - County General Relief, Catholic Welfare, and various relatives in the area.

Because both of the financial problems involved in remaining in the house where she was living (rent $135 a month) and because of her sensitivity to the neighbors' reaction, contact was made by the Family Agent to move Mrs. G. to a public housing project, where the rent was $62 a month. After filing the application and following up with weekly visits and phone calls to the housing authority, Mrs. G. got and moved into a four bedroom apartment. Mrs. G. was much relieved to move from the neighborhood and to establish herself and family in more spacious quarters for less rent.

While these arrangements as well as continued assistance from BPA were being made, the Family Agent began to seek a referral for continuing psychiatric treatment. This proved difficult to arrange, and had to be put together in a series of rather piece-meal steps.

First, a diagnostic interview and testing was arranged with a psychologist.[1] The psychologist found Mrs. G. to be of average intelligence, anxious, suspicious, given to inhibiting her angry feelings in order to insure dependency gratifications from others. This interview served primarily to reassure the Family Agent that the psychologist did not feel that Mrs. G. was in immediate danger of making another suicide attempt. Continued search for on-going treatment was urged.

After about two weeks, it was possible to arrange for six visits at a Crisis Intervention Center. It was recognized that this would be an inadequate number of visits, but it was hoped this would provide enough temporary emotional support to help Mrs. G. cope with her feelings surrounding the abandonment by her husband.

During the time that the crisis sessions were going on, Mrs. G.'s name was put on a waiting list for on-going treatment at a psychiatric institute. With the aid of the Probation Officer and a social worker from Catholic Welfare, arrangements were made for the psychiatric institute to begin seeing Mrs. G. as soon as the six crisis sessions terminated.

Mrs. G. was extremely passive during this time, and even seemed relieved to allow anyone to make any decisions for her. However, after the intake interview with the psychiatric social worker, she became very anxious and resistant and said that she "didn't want to talk about all those things," and that she would not go back. The Family Agent turned to the Probation Officer for support in insisting that Mrs. G. continue in treatment. The Family Agent took and waited for Mrs. G. at the first two appointments, then dropped her off at the next two. After this, Mrs. G. kept all subsequent appointment by herself, although, for many months, she complained that these visits were doing more harm than good.

Efforts with Other Family Members

The Probation Officer was most concerned about the four older children who had had a hectic life situation with their own father and had been intensely rejected by their step-father, and consequently had many problems. All four children had serious academic problems: Sandra (14) and Maria (12) read at the second grade level. Rosie (15) was failing in most of her classes, and Richard (13) was a non-reader. Tutoring and remedial reading was arranged for the three girls and Richard.[1] Both the Family Agent and the Probation Officer agreed that Richard was so angry, sullen and hostile that therapy was indicated in addition to tutoring. This opinion was sustained almost immediately when he was suspended from school for threatening a teacher. The Family Agent and the mother visited the boy's vice-principal and arranged for a "social adjustment" transfer to another junior high school. Both also visited the new school, and assure school personnel of their willingness to coordinate efforts of the home and school to help Richard with this adjustment. However, Richard's hostility to school and authority continued to show in his very irregular attendance at the new school. After making initial efforts to send Richard to school, Mrs. G. began to accept any flimsy excuse from Richard for staying home. This was at the time when she was beginning visits to the Psychiatric Institute, and Mrs. G. did not seem to have the strength to fight both her own resistance and her son's.

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[1] Other functions of this total project.

It was again difficult to find a referral for Richard, and during Christmas vacation, the PO made arrangements for the Family Agent and Mrs. G. to take Richard to Juvenile Hall for a diagnostic evaluation. Again, ongoing counseling was recommended. The Family Agent contacted eleven different agencies before eventually getting an appointment at Child Guidance Clinic; the intake appointment was set for April.

After the Christmas vacation, Richard's school attendance improved and he reported regularly for tutoring. He began to plan to make up the semester he had lost by the suspension. As his mother progressed in therapy, she and Richard began to communicate with one another, and he seemed to become more open and somewhat less hostile. However, all of these positive things came to an abrupt end when he got his mid-semester report card, showing F's in all subjects. Following this, his behavior at school deteriorated until he was again suspended. At this time the PO began to consider placement out of the home for Richard, however, after several weeks he was readmitted to school for half-day sessions due to the repeated visits to the school by the Family Agent, and the PO agreed not to seek placement until after Richard began in therapy.

All during this time Mrs. G. continued to show considerable strength at managing the physical and financial aspects of her home and family. She enjoyed living in the housing project and joined several organizations, becoming secretary-treasurer of a woman's club. She continued to lose weight, went to gym classes, had her hair cut, and began to show more concern about her own general appearance. She managed the physical care of her younger children well, made and kept all needed medical appointments for them, and saw that they attended school regularly.

The three older girls showed improvement in school; Rosie's improvement was most dramatic. The reduction in rent allowed Mrs. G. to free enough money to take advantage of the Food Stamp Plan which required an investment of $55.00. The ultimate savings from this resulted in improved food and clothing for the family, and Mrs. G. continued to manage her limited budget to the best advantage of her family.

In March Mrs. G.'s visits were terminated at the Psychiatric Institute at the decision of the agency. She seemed much less tense and anxious as well as more cheerful and interested in the family and community. In April, the Family Agent began to decrease the frequency of visits, until by the middle of May, only telephone contacts were made.

Unfortunately, several things went wrong in the middle of May: Richard, who had been in treatment at the Child Guidance Clinic for about a month, was again suspended from school for fighting with a teacher;

three of the younger children contracted nits at school and were sent home until they could be cured. Staying in the home with Richard and the young children did not provide the rewards for Mrs. G. that club participation did, and she began leaving the children for most of the day to go off to club activities. She was not able to maintain the interest in her family that she had gained through counseling and the support of the Family Agent. She "forgot" about an appointment at the Child Guidance Center for Richard because she was busy with her club work.

At this point, the Family Agent resumed her visits to the family, and assumed an active part in helping the mother make activity plans for the children for the summer. It seemed that Mrs. G. was not yet able either to assume the responsibility connected with the children's large amount of unstructured time during the summer, nor was she able to carry through on plans for all eight children by herself. Arrangements were made for Richard to receive a scholarship to a camp for teenagers with emotional problems where he went three times a week for the summer. The older girls continued in tutoring and took part in a three-day-a-week trip program.[1] The younger children were enrolled in a day camp program at a city park, and were scheduled for various arts and crafts activities as well as a variety of physical activities which involved them every morning. Mrs. G. was able to follow through on the complex scheduling that was involved in getting eight children to a variety of activities, but having the free time was valuable enough to her that she was usually able to "juggle" with great skill.

Interim or Terminal Evaluation

It is considered important for this mother to remain at home and receive public assistance rather than to seek employment at this time and leave the children unattended, although it is anticipated that Mrs. G. will be able to resume employment as soon as the children are a little older. She is eager to return to work.

The family crisis seems to have passed, and all members of the family are better able to cope with problems as they occur. Richard, who continues to present the most difficulty, is continuing in counseling; the other children have all improved in school attendance and achievement.

It is recommended that the Family Agent continue to see the family until everyone has assumed the fall schedule, and at that time a recommendation will be made on termination of the case, based on the recommendation of the Family Agent, her supervisor and the Probation Officer.

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[1] Provided through this project

PROFESSIONAL SERVICE CORPS

AGENCY REFERRAL FORM

REFERRING AGENCY: Elementary School DATE: 5-27-65

FAMILY: Names and Ages of Family Members:

GRAVES FAMILY:	Father:	Albert Graves	37
	Mother:	Sally Graves	32
		James	16
		Joyce	13
		Annie	11
		Billy	8
		Laurie	4
		Butch	2

ADDRESS: TELEPHONE: none

DATE FIRST CONTACTED BY YOUR AGENCY:

OTHER AGENCIES WORKING WITH FAMILY:

SUMMARY OF CASE:

Well intentioned parents in crowded impoverished home. Six children, father unemployed for months due to illness or injury. Mother began work at hospital two months ago. Joyce, here last year, was a "weepy" quiet child. Annie does well with studies, but has a hard time holding on to friends. Billy is far behind in studies, especially reading. Mother getting help at St. John's Hospital Clinic for him. Reported to have very bad tonsils, to be out soon.

IMMEDIATE NEEDS:

The home needs counsel and support to keep ahead of problems, financial, home management, emotional support of children. Billy especially needs attention and support, health care, tutoring in school work, membership in Boys' Club, etc.

Family Agent Assigned: Referred By:

Initial Meeting

Referral made by principal of elementary school attended by three younger children had limited information. Family Agent introduced herself to the family by saying that she had been asked by the school to help the children with their school work, and to see if she could be of help in getting special medical care for Billy.

Both mother and father were at home at time of initial visit, and seemed concerned about their children's progress in school and eager to take part in any constructive plan. At that time Mr. Graves was unemployed, but Mrs. Graves was working. A week later she fell at work and broke her wrist and was hence unable to work. This crisis facilitated the acceptance of the Family Agent as a general family friend and counselor in addition to a tutor.

The Family Agent immediately started tutoring Billy after the first visit. After mother broke her wrist, the Family Agent began taking mother to the hospital for treatment and made application for Disability Insurance; neither Mr. or Mrs. Graves had been aware that she was eligible for such compensation.

Family Background

The Graves family are of Danish, French and Cherokee Indian ethnic origins. The family has been in California for three years, coming from Oklahoma and Missouri.

Mr. G. (37) comes from an unbroken home. He was particularly close to his mother. He left school in his mid-teens (1945) and at first (i.e. during the wartime boom in employment) had no job difficulties. As a child, he was hit by a baseball bat, and his nose and forehead broken. As a result, he has suffered from severe sinus pain. This became incapacitating about sixteen years ago, when the whole of the lower forehead bones were removed. He was supposed subsequently to have a plate inserted to replace this bone, but this has never been done. He still has frequent sinus trouble, and indications of remaining pressure are that periodically, in addition to severe pain, his eyes swell. He also had rheumatic fever as a young man.

Mr. G. has worked intermittently at various semi-skilled jobs - truck driver, machine operator, general maintenance, etc. His nearest approach to a steady trade was three years work as a carpet layer. An injury to his index finger, which has left it permanently stiff, has, he claims, ended his ability to keep up with this work. For the last fifteen to sixteen years, he appears to have been out of work as much as in, either because of sickness or because of inability to find a job. For about three years, he was a very heavy drinker. During this period he treated his wife and children cruelly, both physically and mentally. He is not drinking much now. He finds it difficult to make friends, is lonely here and would like to return to Oklahoma. He has one brother here, but relations between the two families are practically non-existent.

Mr. G. appears to be likeable, a pleasant spoken man with a quiet, rather subtle sense of humor. His intelligence is probably average to low average, but he has considerable manual skills. At this time his sense of personal worth is too low, and both his initiative and incentive seriously impaired.

Mrs. G. (33) was orphaned as an infant. She and her brothers and sisters were put in separate foster homes, and hardly know each other. She was brought up by a very strict Baptist couple, both now dead. She loved her foster father, but never felt close to her foster mother. At thirteen, having finished the sixth grade, she was married with her foster parents' approval and blessing.

Mrs. G. had a hysterectomy after Butch's birth. She had goiter trouble and a hormone imbalance. She has very deep feelings of inferiority, particularly as regards her lack of education, and would like to go back to school.

Mrs. G. has worked when she could between pregnancies, often as the sole support of the family. At other times, when she has been unable to work, and Mr. G. has been sick or unemployed, the family has been literally destitute and she has begged for food. She is more perceptive and capable than she credits herself to be.

Both parents are concerned that their children finish school, and, if possible, receive further training. Both are concerned with manners and upbringing. Discipline is harsh; spankings, whippings, and beatings being the accepted method. Verbal abuse, often violent, is also used, both towards the children and from husband to wife. Mr. G. resents the size of his family, and wanted no more children after Billy's birth. He suffers from guilt feelings about this resentment, especially since Laurie was a sickly and delicate baby, and he feels this was a judgment upon him.

Both parents are Baptists. Mrs. G. and the girls attend church occassionally. The older girls and James participate in youth group activities, though James only does so when a special outing is offered. The family has received a good deal of material help from the local church in time of acute need.

Mrs. G. is a sociable woman, and makes friends easily. But neighborhood relations are, with few exceptions, very poor. The children follow the parental pattern of poorly controlled, violently expressed emotions; James and Billy particularly, and Annie to a somewhat lesser extent, quickly resort to and invite physical violence. In addition, the whole family has the reputation of being thieves; this has been acquired from Mr. G.'s habit of regularly and systematically checking the trash cans and piles of the neighborhood, and taking anything useful. Actually, apart from a few minor incidents of the kind common to most children, the family seems honest.

In view of all the obvious causes of marital tension, the strength of this marriage is more impressive than its weaknesses.

Family Living Conditions

The home was described in referral as being crowded and impoverished, and this was indeed the case. All eight members of the family live in a four room house badly in need of repair. Housekeeping standards are poor, but not deplorable; there is more mess than dirt, although roaches and fleas are a problem. The children's clothing, likewise, is reasonably clean, but often in poor repair. An effort is made to provide well balanced meals at regular intervals, but this is seldom achieved.

Mr. Graves has had such frequent unemployment that the family has lived for years on the brink of total disaster.

Meeting Initial Request

Billy, age 8, was far behind his class especially in reading, and the Family Agent promptly began tutoring him four to six hours a week. Annie, who was the only child achieving in school, had difficulty keeping friends, and Joyce was described as a "weepy" quiet child. The Family Agent began taking the children in various combinations on outings and activities, and attempted to get all the children involved in summer activities.[1] YMCA camping scholarships were found for the two older girls; a part-time job was found for James (16) during the summer, and day camp activities were arranged for Billy (8).[1] Laurie, age 4, was enrolled in Operation Headstart by the Family Agent, and Mrs. Graves saw to it that Laurie attended regularly.

The older children were enrolled in a summer tutorial project when it began in the community;[1] they participated irregularly, but seemed to enjoy it when they did. The Family Agent encouraged regular attendance, and took the children to tutoring sessions frequently.

Continuing Efforts

The family had many unmet medical problems, and many of the initial efforts of the Family Agent were in this area. Mrs. G. was taken for treatment of her broken wrist at a local hospital with an outpatient clinic. A physician was found who was willing to treat the family at a low fee and to defer payment until it was possible for the family to pay. Annie was taken for a health check-up; Laurie was taken for penicillin shots for impetigo; Joyce and Billy for an eye examination and to get glasses, Butch for a pediatric check-up.

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[1] Other Functions of this Total Project.

The insurance doctor began to pressure Mrs. Graves to return to work although he stated that she had a 50% disability resulting from the broken wrist. The Family Agent found a volunteer attorney who initiated legal proceedings. The Family Agent made careful and conscientious documentation of all medical appointments, and eventually the lawyer effected an out-of-court settlement when a hearing before the Industrial Accident Commission was scheduled. Mrs. Graves received $1,750 plus medical costs. A civil suit was still pending.

Mrs. Graves had been working for $1.35 an hour and paying a baby-sitter to stay with the younger children, so that she netted less than $25.00 a week. The Family Agent urged Mrs. G. to care for two neighbor children during the day, which she has done, so that she earns nearly as much money and stays at home with her own children.

Tutoring for all the older children continued after school started in the fall, and the children began showing the results of the added attention in their school work.[1] However, in mid-October, Mr. G. got drunk and beat up Mrs. G., Billy, Annie and James. This behavior had apparently been a chronic problem, but this was the first that any member of the family reported it. The Family Agent took Mr. G. to Medical Aid for an appointment with a physician, who prescribed tranquilizers and a no-alcohol routine. Mr. G. improved for a time until December when he again began drinking, followed by four evenings of physical violence and verbal abuse. Billy called the police, but Mr. G. left the home before they arrived.

Following this incident, Mr. G. was persuaded by the Family Agent to visit a Psychiatric Crisis Center and entered into treatment. The therapist recommended a neurological workup, which the Family Agent arranged. Mr. Graves kept the initial appointment, but refused to return for the series of neurological tests recommended. He also refused to return to the crisis clinic; Mrs. G. did, however, make several visits to the therapist, with the result that she is less cowed by her husband's outbreaks, and is more apt to seek immediate help for herself and the children, rather than blame herself for the husband's outbreaks.

The Family Agent was eventually able to get appointments at a Dental Clinic for much needed work for all the children; Mrs. Graves took the children to many of these appointments; when she was not able to keep them the Family Agent took the children.

In December, Mr. G. again lost his job, and the Family Agent took Mrs. G. to the Salvation Army which supplied her with food and presents for the children. Arrangements were made for the children to attend a number of institutional parties, and Christmas was not quite as drab as it would otherwise have been.

Mr. G. shortly found another job, this one paying $1.85 an hour; he also found a duplex for rent, which he cleaned up, repainted and repaired, using some of the money from the industrial accident settlement. The family bought some much needed second-hand furniture and moved into the duplex in January. No sooner had they moved in when the landlord tried to raise the rent $50.00 a month (because of the now improved condition of the duplex). They were threatened with eviction if they did not meet the increased rent. The Family Agent took Mr. Graves to the Neighborhood Legal Services office (funded through OEO), where the attorney took charge of the case and both the threatened rent increase and eviction were dropped.

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[1] *Ibid.*

Mr. G. again lost his job in February, but found another one a few days later. James was enrolled in the Neighborhood Youth Corps and continued in High School although with many academic problems. He tended to show violent outbursts at home towards the younger children and his mother, and an attempt was made also to get an appointment for him at a counseling center. He refused to consider such an appointment until February, when he got into a violent fight with his father and threatened to kill him. Somewhat frightened by his own feelings, he did then accept an appointment for counseling.

Billy continued to show academic improvement, but got into considerable difficulty in the classromm because of unruly behavior. After a conference with the Family Agent and Mrs. Graves, Billy was transferred into a class with a male teacher, and he settled down considerably. Most of the grades on his report card were C's and a few B's (in contrast to D's and F's) and he was promoted to the fourth grade.

The family continued to have numerous health problems: head lice brought home from school, measles, various colds, and in April Laurie had pneumonia and had to be admitted to the hospital. In May, the Family Agent took Mrs. Graves to the hospital for a series of tests related to her thyroid condition. It was discovered at this time that she had a floating tumor in her neck and surgery was recommended. This was arranged through considerable efforts by the Family Agent and was done during July. While Mrs. G. was in the hospital, the Family Agent took a more active role in keeping the family in functioning condition.

The Family Agent was diligent and successful in arranging camperships for four of the children. She was able to get a free campership for Annie for six weeks of camp in Arizona, a four week camp session for Joyce, and a two week session for Billy. While Billy was at residential camp, the counselors noted that he was extremely hyper-active, physically aggressive and unusually retalitory. On the basis of the counsellors observations, the Family Agent sought and found a scholarship at a three-day-a-week camp program for disturbed children, where he seemed to respond very positively to the specialized attention.

In May Mr. G. again lost his job and began drinking heavily. Tension and friction in the home increased, both between the parents and between the children and parents. The Family Agent was able to find another job, this time at $2.50 an hour, for Mr. G. He was reluctant to take the job, saying that it was time for him to live on unemployment benefits. Mrs. Graves exerted considerable pressure on him, backed by the Family Agent, to take the job, which he did. He continued to drink for about a week after starting work, but this decreased, in part because Mrs. G. was now better able to cope with the problem and did not tolerate any abuse to herself or the children.

As of September, Mr. G is still employed at the job paying $2.50 an hour, and is working nearly 60 hours a week.

Interim or Final Evaluation

Income for this family in 1965 was less than $2000. Provided that Mr. G. continues to work for the remainder of the year, 1966 income will be in excess of $5000. The family is in more comfortable economic circumstances than at any time during their lives.

While there continues to be a variety of health and emotional problems, there has been a considerable reduction in the number and severity of these problems, and an increase in the ability of the family to deal with problems as they arise. Mrs. G. is better able to deal with the emotional outbursts of her husband, and there has been a general reduction of the tension level in the home. Though Mr. G. may never achieve really stable employment, he seems better able to find and keep a job than before. The children are achieving at school, and are taking better advantage of the many community resources available to them

It is recommended that the Family Agent decrease the intervals between visits, with the goal of terminating contact with the family in the near future.

Family Agent trainees raised and discussed the following questions:

> Since the father seems to be such a problem, would the family be better off without him? Who should make this decision?
>
> How well does this family utilize the resources available to it? Has the Family Agent helped the family make better use of its resources? Has she developed new resources for the family?
>
> How well does this family function as a unit? What are its strengths and weaknesses?

PROFESSIONAL SERVICE CORPS

AGENCY REFERRAL FORM

REFERRING AGENCY: Probation DATE:

FAMILY: Names and Ages of Family Members:

Mother:	Carla Sawyer (36)	Lee Sawyer (11)
	Edward Sawyer (30)	Larry Sawyer (9)
Minors:	Rosie Jones (20, out of home)	Flossie Sawyer (5)
	Ricky Brown (17, probation camp)	Cathy Sawyer (4)
	Patty Brown (16)	Eddie Sawyer (3)
	Susie Johnson (13)	Arnold Sawyer (2)

ADDRESS: TELEPHONE:

DATE FIRST CONTACTED BY YOUR AGENCY:

Known to Probation Department since April, 1962

OTHER AGENCIES WORKING WITH FAMILY:

Bureau of Public Assistance

SUMMARY OF CASE:

Family first came to attention of department when Ricky, now in camp placement, was arrested for drinking, burglary, runaway. Patty first came to the attention of the Department for runaway, sex delinquency and drug ingestion. She is currently pregnant by an 18 year-old who is in County Jail for fighting. Step-father (Edward Sawyer) is periodically in and out of the home; is frequently unemployed (is now) and has an intermittent drinking problem. Mother drinks on occasion when pressures become too great. Mother has a serious gall bladder condition - she is now in need of surgery for this. Family lives in rundown, substandard four-room house; wants to move but cannot find anywhere which will rent to a family this size. All children have school attendance problems, frequently because of clothing problems.

IMMEDIATE NEEDS:

Adequate housing, clothing for the children, work and/or vocational training for father, medical assistance for mother and Patty; arrangement for care of the family while mother has surgery.

Family Agent Assigned: Referred By:

Conference with Referring Worker

Family Agent met with both PO who had referred the case and the BPA worker to discuss the problems of this large family. BPA has had contact with the family off and on for 12 years; the two oldest children are currently receiving financial assistance.

Both workers felt that the health problems of mother and Patty were most urgent. Patty, 6 months pregnant, had not yet had a prenatal examination by a physician. Mother's gall bladder condition aggravated by occasional drinking bouts kept her functioning poorly.

Both workers saw Mrs. S. as having so many personality difficulties that they felt the best that could be expected for the family was that the Family Agent could provide support and resources for the children, thus helping them to escape from the trap in which they presently lived. Though all the members of the family seemed of normal intelligence, none were achieving in school. It was felt that efforts of the Family Agent should be directed towards changing some of the situations preventing the children from achieving their potential.

Initial Meeting

Family Agent was introduced to family by PO; mother seemed very friendly to PO, but became hostile when it was suggested that Family Agent might be able to provide other kinds of assistance. Mother said, "I have so many problems no one can help me". (Family Agent was inclined to agree). Finally Mrs. Sawyer agreed that Family Agent might visit if she did not bug her about cleaning up the house, and if she could find shoes for the children so that they could go to school.

Family Background

Some history of the family was received from both the PO and the BPA worker, but most enfolded during the two years in which the Family Agent worked with the family.

Mrs. Sawyer had come to Los Angeles from Louisiana at the age of 11; she was the oldest girl in a family of nine children. Her father had done farm work until coming to Los Angeles, where it seems he was mainly unemployed. When she was 13, her father abandoned the family and they were supported by their mother who did day work. Mrs. S. attended Junior High School until age 15 when she became pregnant with Rosie. At this time she dropped out of school, continued living with her mother and younger brothers and sisters and kept home for the family of eleven.

When Rosie was one year old, Mrs. Sawyer married a Mr. Brown who was a day laborer, intermittently employed. He was in and out of the home, as was Mr. Johnson, the father of Susie. When Mr. Johnson left the family, Carla took her four children back to her mother's and found work in a factory. This time her mother tended all the children while Carla worked. This period of time Carla describes as the happiest time of her life; it was the only time when she was not responsible for the care of a very large family.

When Susie was six years old, Carla began living with Mr. Sawyer who had two children (Lee and Larry) from a previous marriage. She began keeping house for the six children, and soon Flossie and Cathy were born. BPA was at this time providing financial assistance for Rosie, Ricky, Patty and Susie, and they pressured Carla into marrying Mr. Sawyer.

Mr. Sawyer worked as a gardener's assistant, and was frequently unemployed; at these times the entire family received financial aid. Shortly before the case was referred for the attention of a Family Agent, Mr. Sawyer fathered a child for a 19 year old girl living down the street. Mr. and Mrs. S. fought about this a great deal, with the result that Mr. S. would leave the family for several weeks at a time and move in with the girl. At these times, Mrs. S. would drink a great deal.

Mrs. S. is chronically angry at her total life situation, and takes out her angry feelings on those around her. She is angry at her husband, her children, and the various "authorities" who she sees as interfering in her life. Sometimes this anger is expressed in rampages, while drunk or sober. At other times she sullenly resists what she sees as the intervention of authorities: she refuses to send her children to school, saying "they have no right to demand this of me", will not keep medical or dental appointments for the children. She refuses to consider the use of any contraceptives, saying "they have no right to tell me how many children to have". Seldom does she see herself as having any control or responsibility for her life situation, but lashes out at "them", "the schools", "the Probation Officer", "the kids", "men", or anyone of the many people she sees as manipulating or attempting to manipulate her life.

Since Mr. Sawyer never lived in the home after the case was referred, it is somewhat unclear what role he filled. Certainly he was weighted down by the responsibilities of this large family, and felt inadequate to meet their needs. The children speak positively of him, but usually in terms of the material things he was able to provide at times. They remember with fondness "the night he brought me home a new bike", or "the time he bought me a birthday cake".

Mrs. S. has been, since early childhood, a strong and dominant individual. She managed a large home when she herself was a teenager, and manages and manipulates this home. She exerts extreme control over her children, and seems unable to deal with their increasing demands and need for independence as they grow older. As each teenager begins to break away, she tends to exert increasing control on those who are younger.

Unable to cope with the outside world, and frightened of the forces of society, she attempts to keep her children off the streets, out of school, and out of work.

Though angry and controlling at home, she has great feelings of inadequacy about dealing with people and institutions outside of the home. On one occasion, when the water was turned off accidentally in the house, she ranted and raged at the children for four days and the family went without water, but she made no attempt to find out why the water was turned off, or if anything could be done about it. She sees herself as victimized by the society around her, and is, in short, an alienated person. There is little in her life to relieve the constant pressures or boredom and monotony of her daily life. Infrequent wine drinking sprees seem to offer the only relief in the total situation.

Though she has a large family living in the area, she seldom sees any of her nine brothers and sisters or their families, except when she has a more urgent financial need than usual. On these occasions, her brothers and sisters have lent money or supplied food for the family. The younger children seem unaware of many of their aunts and uncles who live relatively nearby.

The children in this large Negro family are unusually attractive, and all are reported to be of normal intelligence, although none are achieving at grade level.

Rosie, the eldest, completed the ninth grade before becoming pregnant. She now lives in the Long Beach area with the father of her two children. He, like the many men in her mother's life, is intermittently employed. Ricky completed the eighth grade in junior high school, but had some additional education while at probation camp. He is an amiable, attractive young man who is drifting without either direction or hope.

Patty dropped out of the ninth grade when she became pregnant. She seems unusually bright, though she is varely able to read, and was failing in most of her subjects when she dropped out of school. She participated for a number of years with a girl's gang in the area, in which there was considerable promiscuity, use of narcotics and runaway behavior, though they seem never to have indulged in thefts or other acts of delinquency. Patty is outgoing and vivacious; she seems to understand and have sympathy for her mother's many problems, but wants to find a way out for herself.

Susie, the darkest of the children, has been the most rebellious and unable to be controlled. Since the second grade, she has repeatedly been truant both with and without the mother's knowledge. There is some evidence of sex delinquency beginning at age 11.

Lee, age 11, is a warm and compassionate child who spends much of his time caring for the younger children in the family. He seems willing and eager both to look after the other children and to please his stepmother. He too is absent from school a great deal, but usually to stay home as a baby sitter. It is he who remembers the appointments for the family and reminds the others. The school reports that he never presents a behavior problem in the classroom, but that his attendance is so poor that he reads only at the second grade level.

The four youngest children are very passive and fearful, never initiating any conversation, and answering only with nods. When Cathy was enrolled in Operation Headstart, the teacher found that she either could or would speak less than a dozen words. Unless Lee stayed with her, she spent the entire class time crying. Unfortunately she attended for only a few weeks, and then Mrs. S. refused to send her back, saying it was more trouble than it was worth, and that "they" were trying to take even her babies away from her.

The total picture of this family was, to say the least, a challenge!

Family Living Conditions

The family lived in a four room and enclosed sunporch home which was in very bad repair. Every room, including the kitchen, contained beds, most of which had no sheets and only rags for blankets. There were holes in the floorboards so that both cold air and rats came up from under the house. The children were chronically without adequate clothing, although Mrs. Sawyer did laundry regularly at the laundromat, and attempted to keep such clothing as they had clean. None of the children had, or expected to have, shoes until they started school.

Mrs. S. made soup every day, which was the main and usually the only meal. The pot was always kept on the stove, and as members of the family arrived, they helped themselves to a bowl and sat down on a bed to eat. The home had no kitchen table, and the family could not eat together if they had so desired. As the older children found employment, they tended to use the money earned to buy cokes and potato chips which they ate on the way home.

In spite of poor living conditions, generally poor diet and inadequate medical attention, the children have maintained remarkably good health except that they are all badly in need of dental care.

When employed, Mr. Sawyer earned about three hundred dollars a month. This was supplemented by public assistance to the older children belonging to Mrs. Sawyer. Much of the time, however, Mr. Sawyer is unemployed, at which times the family becomes destitute.

The only piece of furniture in the entire house which is intact is a television set; from time to time this is pawned for money for food.

Meeting Initial Request

There were a variety of requests made by the Probation worker but the first request met was the one made by the mother - to find shoes for the children. This was done by contacting the PTA which provides shoes for needy school children, a service Mrs. S. was unaware of. Initial services provided to the mother were aimed at overcoming her hostility: taking her to the laundromat with her enormous wash; driving her to the supermarket and bringing back the groceries; taking the younger children on outings to provide her with a little free time.

Throughout the two years of contact, Mrs. Sawyer continued to be hostile; at times she would be more responsive, sometimes even warm, but she was generally so angry about her total life situation, that she was in a rage much of the time, lashing out at the Family Agent, the children, the Probation Officer, or anyone available.

Several appointments were made at UCLA Medical Center for Patty for prenatal care and delivery; however, she refused to keep any appointments. Each time she cancelled an appointment she would agree to keep the next one, but as the day arrived she would remain in bed and cover her head and refuse to get up. She was unhappy about her condition, and embarrassed about having to be examined, and felt that if she didn't face the situation somehow it would all disappear. This continued until her seventh month when the Family Agent noticed that Patty's ankles were swollen as were her eyelids. Recognizing the potential dangers involved in this physical condition, the Family Agent turned to the Probation Officer for help. The Probation Officer made a home visit to Patty, and insisted that she keep the next appointment, threatening placement for Patty if the appointment was not kept. Patty then did keep the next appointment, and it was found that she had a severe kidney problem; treatment was instituted immediately. Arrangements were made for delivery to be at UCLA, and the Family Agent was able to interest Patty in making other arrangements for the baby - including preparing a layette with things found by the Family Agent. Patty had previously refused to consider placing the baby for adoption.

It was decided at this time to delay efforts to find a referral for surgical treatment of Mrs. S's gall bladder until after delivery of Patty's baby, since Mrs. S. was having less frequent gall bladder attacks.

Continuing Efforts

The week the Family Agent began visiting the family, Mr. Sawyer left the home and moved in with the girl down the street whose baby he had fathered. Mrs. S. was quite ambivalent; she was in part relieved to have him out of the home, because he caused terrible battles in the home when drunk, but she was very jealous of the young girl with whom he was living. She was faced also with a more serious financial crisis: barely able to provide a subsistence level for one family, he certainly could not provide for two. The entire family at this point was trying to survive on the assistance checks for the three older children. Family Agent took Mrs. S. to see the worker at BPA who stated that no further assistance could be provided the family until Mr. S. had been out of the home for 90 days; the BPA worker urged Mrs. S. to get a divorce.

Mrs. Sawyer was quite uncertain about whether she wanted Mr. Sawyer to return to the home or not until December when he came to the house, stole the welfare check and cashed it. This left the family with unpaid rent, utilities turned off, and no food in the house. At this point Mrs. S. decided that the entire family would be better off without Mr. S. Interestingly, there was never any discussion of what would happen to the two children (Lee and Larry) who were Mr. Sawyer's by his first wife. Mr. Sawyer assumed that Mrs. Sawyer would keep the children; the children assumed that they would stay with Mrs. Sawyer, and Mrs. Sawyer never questioned if she could, should, or wanted to keep these children. Mrs. S. was attached to these children as to all of the children she herself had borne.

During this period the family lived from one meal to the next. They survived through a variety of sources: by getting a temporary food order from the BPA; the Family Agent took the family down to the PTA food bank and brought back a station wagon load of food; friends and relatives brought a dollar or two with which to buy milk. Every day there was a crisis to be dealt with. In the middle of this desparate period, while the utilities were turned off, Patty went to the hospital to deliver her baby. She had a healthy boy, and returned home (driven by the Family Agent) three days later to a house with no heat, no electricity, and no food. The Family Agent bought milk for the baby's formula and some food for the family.

Fortunately, Ricky, the eldest son, returned home from Probation Camp at this time and immediately found a job at a car wash, and was able to provide a few dollars to the family. The BPA worker provided two market orders for the family and promised to re-evaluate the case when divorce proceedings began. The Family Agent discussed this with her supervisor, and it was decided to consult an attorney. Since BPA had urged Mrs. Sawyer to marry Mr. S. it hardly seemed that continued assistance could be made contingent upon her now divorcing her husband. The lawyer found, first of all, that since Mrs. S. had married three men without divorcing any of the previous husbands, it would be most difficult to determine her marital status at this time. Then too, the lawyer confirmed that financial eligibility could not hinge on whether or not Mrs. S. was legally married to Mr. S. but rather on whether or not he was supporting her, or could be made to support her. After a phone call from the attorney, BPA agreed that, if Mrs. S. would file a complaint with the District Attorney for non-support, financial eligibility would be certified. Within a few weeks, Mrs. S. began receiving aid for herself and the seven children - Ricky was not eligible since he was seventeen and not in school, and Patty and her baby received a separate grant. Mr. S. began making some payments to the court for their support.

Once this financial crisis was passed, attention could be directed in some other areas. Arrangements were made to have the children begin to get both medical and dental care, and numerous appointments with doctors, dental clinics, and for eye examinations and glasses were made and kept.

In February, Ricky was arrested for driving without a license. Family Agent discovered that he could not read well enough to take the drivers' test and was embarrassed to admit this. The Family Agent got a drivers' manual, reviewed the law with Ricky, and accompanied him for the test, requesting that the questions be read to him. This was done and he received the license before he had to appear in court. The Family Agent insisted that he appear in court, which he had not intended to do. He received a minimum fine at the court hearing.

There was a temporary lull in family problems, and Family Agent spent her efforts trying to improve the school attendance of all the younger children, and enrolled Susie, Lee and Larry in tutorial programs.[1] All were severely retarded in reading ability, but attended tutoring sessions only when brought by the Family Agent. Mrs. S. did not seem able to insist that her children attend either school or tutoring regularly.

Patty, who had been rather passive during her pregnancy, became very hostile and restless. Her boyfriend resumed visiting her after his release from jail, which led to many fights with her mother. Following one of these, Patty ran away from home for four days. She then called Family Agent and told her that she was afraid to return home. Family Agent urged Patty to return, warning that her child might be made a ward of the court if she continued this irresponsible behavior.

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[1] Indicates services provided by other parts of this project.

Patty agreed to return, if the Family Agent would prepare the way for her by talking to her mother. This was done.

A conference was held between the Probation Officer, the Family Agent, and her supervisor, to make plans for Patty who was showing an increase in her irresponsible behavior. It was agreed that the tension between Patty and her mother might be relieved if Patty were to get a job, both to contribute to the finances of the family and to be away from the mother much of the time. Family Agent found several jobs for Patty. After being hired for two of them, she failed to appear the first morning at either. A third job was found and Patty worked two days and then never went back. Family Agent discussed employment possibilities at length with Patty, who felt she would like to work in a hospital. When Family Agent found such a job for Patty she decided, after a week, that she did not like the messy work involved. At this point Patty was enrolled in a job readiness program at the Center.[1] Her behavior during this time continued to be hostile and defiant. At the end of the program, she was placed as an aid in a Nursery program through the Neighborhood Youth Corps. This permitted her to work 20 hours a week, so that, theoretically, she could spend some time with her baby and helping her mother with the many household chores of this large family.

Tension between Patty and her mother continued, with Mrs. Sawyer feeling considerable resentment that she had to care for Patty's baby. The Family Agent attempted to get Patty to assume more responsibility at home, which she was forced to do when Mrs. S. had another serious gall bladder attack and went for surgery. The Family Agent visited the family daily while mother was in the hospital to help Patty shop, wash and care for the family. Mrs. S. recovered nicely and was put on a strict diet by the doctor as she was seriously overweight. Following the surgery and a moderate weight loss, Mrs. S. began to feel less weighted by the many demands of her family. Unfortunately at this time Mr. S. visited his family, remained for the night and very shortly Mrs. S. discovered that she was again pregnant. She became very sullen, depressed, and hostile, and flew into rages at all the children. As a result of the pressure, Patty again ran away from home, Ricky, now 18, was arrested for car theft and drunk driving and was sentenced to jail. Mother at this point was so overcome by her many problems that she told the Family Agent that the best thing that could happen to all her children was to have them sent to jail. Family Agent got mother to sign a "Missing Complaint" for Patty. During her absence Patty's baby became ill; Family Agent realized that the baby was severly ill when she saw him, and rushed him to UCLA Medical Center where it was found that he had pneumonia.

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[1] Other services of this project.

He remained in the hospital for over a week; meanwhile Patty returned home feeling considerable guilt that she had been away while her baby became so ill.

No sooner had Patty returned home than Susie, now 14, ran away. She was gone for three weeks, apparently spending most of the time in abandoned houses. When she was picked up by the police and returned home she refused to return to school. A conference was again called with the Probation Department, and the PO decided to seek placement of Susie, in part because Mrs. S. made no attempt to get Susie to go to school but was happy to have her at home as a baby sitter. Susie was sent to Juvenile Hall pending a suitable placement. In about two weeks she was admitted to a residential school where she went reluctantly.

Patty then repeated her entire procedure of running away, calling the Family Agent to intervene with her mother, and then returning home. This time Mrs. Sawyer was given temporary custody of Patty's baby by court order. This upset Patty a great deal, who then made many promises of how she planned to reform her life. While she was in a reforming mood, the Family Agent quickly enrolled her in a course in Food Handling in which she was paid a small training allowance.[1] Patty was pleased to have some reason to wake up every day, and attended the course with enthusiasm. She began to spend more time helping her mother and caring for the baby, and Mrs. Sawyer's resentment diminished somewhat.

Efforts had continued all year to find more suitable housing for the family but to little avail. During June three of the children were bitten by rats, and Eddie, now age 4, went into shock as a result of the bites. It became imperative to find other housing. With one child in jail and one in placement, the family was down to eight members, and a three bedroom house in excellent condition was found nearby and the owner agreed to rent to the family. Patty showed great enthusiasm about the new house and assumed most of the responsibility for the move. Family Agent was able to find several nice pieces of furniture, including a couch and several chairs for the living room. Mrs. Sawyer made curtains and the entire family seemed to get a real lift from their new and attractive quarters. Someone gave the family a table and chairs for the kitchen, and for the first time the family was able to eat together in two shifts.

In July Eddie got sick one evening and Mrs. Sawyer took him to UCLA Hospital which admitted him immediately. Family Agent was much encouraged that Mrs. S. who had never previously dealt with a crisis herself, had learned the procedure for admissions. Mrs. S. called the Family Agent the next day to report on her accomplishment!

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[1] Other services of this project.

Ricky was released from jail on parole, and the Family Agent attempted to get him into the Job Corps, but was unsuccessful. She then discovered that he had never registered for the draft, and got him to do so. After making several attempts to help him find a job, the Family Agent finally got Ricky enrolled in an on-the-job training program.[1]

Family Agent got Cathy, nearly five years old, enrolled in Operation Headstart, and arranged for Lee(12) to take her to the Headstart site every day. She also made arrangements for Lee, Larry and Flossie to attend day camp sessions, but two children went only when the Family Agent took them.[2] Lee received a campership for two weeks at a resident camp. Mrs. Sawyer was reluctant to let him go to the camp since, with Patty at work and Susie away at school, Lee was the oldest child at home and the one she depended upon as a baby sitter. The Family Agent was adamant however, and Lee got away for two weeks. The difficult position of Mrs. S., now six months pregnant, was recognized, but her pattern has been to lean very heavily upon whatever child was available to help with housework and baby tending. When she put too much pressure on any of the children, they ran away from home. This had happened with Rosie, Ricky, Patty and Susie; attempts were being made by the Family Agent to find some outlets for Lee before he had to flee from the pressure. For this reason it seemed most important that he get away to camp for a few weeks.

As the pregnancy progressed, Mrs. S. remained in a continual emotional rampage. She said that the BPA worker, the Probation Officer, and the Family Agent had conspired to take her children away from her (i.e. Ricky and Patty left every day to attend work-training programs, and Susie was in a residential school). Despite attempts on the part of the PO and the Family Agent to discuss the real sources of Mrs. Sawyer's anger, she continued to express the anger at her children and at AUTHORITIES who conspire against her. She saw her children's maturing needs for education, recreation and training as being in conflict with her needs for companionship and help around the house. If she couldn't manipulate the older children, she focused on the younger ones. One month she refused to allow Cathy to go to Headstart classes or any of the other children to go to day camp activities. To get back at "authorities" she sullenly refused to keep much needed medical and dental appointments which, in her more sanguine moments, she asked the Family Agent to help set up. Every morning as Ricky and Patty left for their job training programs she flew into a rage at them. In their absence she raged at the younger children, who cowered in fear of their mother.

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[1] Other services of this total project.

[2] *Ibid.*

Another conference was called between the various agency workers. The Probation Officer, who had long experience with the family, reported that this is how Mrs. S. always acted during her pregnancies. All saw little hope of dealing with any of these problems as long as Mrs. S. remained in that frame of mind. Temporary placement of the children was considered and rejected. The only possibility seemed to be to have the Family Agent and other workers offer what support they could to the children during this difficult period, and to offer any concrete services to the mother which might alleviate her heavy load. As in the initial stages of work, the Family Agent focused on taking the mother shopping and to the laundromat, etc., and held all other goals such as medical appointments, etc., in abeyance.

The Family Agent attempted to proceed on this course, but on the next visit to the home Mrs. S. told the Family Agent that she didn't need her anymore and didn't want her to come back. She said that she had a new house and enough money and the Family Agent didn't do anything to help anyway. Family Agent left, saying that Mrs. S. should feel free to call her for any reason.

Two weeks later Mrs. S. called the Family Agent after an accident in which Flossie put her hand through a pane of glass and required hospitalization. Family Agent made medical arrangements. Family Agent asked if the mother needed any other services and, when told no, Family Agent again told mother to feel free to call if she did.

Mrs. S. did not call again for two months. During this time Family Agent called to talk to her, but was met with hostility. On several occasions Patty called the Family Agent for advice and help on small matters, mostly to talk to the Family Agent about the difficult time all the children were having with their mother. Mrs. S. called again three days after her daughter was born, saying she needed the Family Agent to take Cathy and Eddie to the doctor because they were sick. Family Agent went to the home, found Mrs. S. in very good spirits and quite delighted with her new baby.

Mrs. S., at this interview, indicated that she would like to have the Family Agent resume her visits. Family Agent returned to her supervisor to discuss this. The Family Agent was uncertain as to whether or not she wanted to expose herself to the constant barrage of hostility from Mrs. S. and also expressed some feelings that nothing could or had been accomplished. With the supervisor, the Family Agent reviewed what had happened in the case, and it was agreed that several positive changes had occurred. The family was living in better quarters than before; though now mainly dependent upon public assistance for their financial needs,the situation had been improved and the family had for the first time a low, but stable income. Ricky and Patty continued in work training and had the possibility of finding jobs at an adequate wage after training.

Both of these teen-agers seemed to have shown a decrease in delinquent behavior, and were enthusiastic about the future. Susie was in a good educational situation and, though she was presenting serious behavior problems there, attempts were being made to deal with these problems, which certainly would be intensified in the home situation. The younger children were having more of their immediate physical needs met, and were receiving more adequate medical and dental attention than previously.

In the light of these gains, it was agreed that the Family Agent would return to work with the family, continuing to offer support to Ricky and Patty until they were able to firmly establish the new directions they had set, and to continue to increase services and resources for the younger children. The Family Agent would intensify efforts to find some sources of reward for Mrs. S. outside of the home.

Interim or Final Evaluation

This family continues to need intervention from a variety of agencies. Despite the two years and over 370 hours of work of the Family Agent, it is not anticipated that Mrs. S. will be able to achieve any degree of financial or even social independence; but it is hoped that with continued support at least some of the children will be able to do so.

It is recommended that the Family Agent continue visits with this family on the same on-going basis.

The presentation of this case aroused many questions and feelings among the Family Agent trainees: Were they adequate to the job? Could anything really be done for this family? Did many of the families have this many problems? Were the gains worth the investment?

Because of these questions, the discussion was opened with the question, "What positive changes occurred with this family? Among the responses were:

> The general living conditions have improved by removal from substandard housing to a more comfortable and spacious house.
>
> Many of the medical needs have been met, and mother has learned techniques for finding resources which she can use when she is in a frame of mind to make use of these new skills.
>
> The financial situation has been stabilized through assistance from BPA.
>
> The financial situation has improved through part-time work and training programs for two of the teen-age children.

Part 2 - Family Life Styles

While we had available to us individual case history material and demographic data on all the families with whom Family Agents had had up to two years of contact, we were interested in determining what characteristic styles of life these families displayed. Several things motivated the study.

There is a tendency for professionals to talk about "the poor" as though they were an undifferentiated, homogeneous mass who share similar goals, values and life styles. Programs are initiated with the mass in mind, and the intervention techniques used by professionals are geared to the whole. Individual families are expected to fit themselves to the techniques employed.

Further, while there is an increasing concern and awareness of ethnic differences among families, there is little concrete knowledge about these presumed differences.

Thus, two hypotheses governed the study: First that there would be no one life style among "the poor", but rather there would be a variety of styles. Second, that there would be no significant differences in family style as a function of ethnicity; that family style would not be a distinguishing factor among the Negro, Mexican-American and Anglo-American families.

An institution, such as a family, may be viewed as relating to its physical and social environment in a direct and characteristic way.

Relations with the physical environment allow the family to express itself in shaping or reshaping that environment to fulfill family needs.

Relations with the physical environment also implies that the family is somewhat at the disposal of that environment, and must shape itself within that framework.

A family also has a relationship within itself, and others outside of the immediate family. In these relationships, the family can exert influence on people outside of the family to achieve the ends of the family. The family may also be expected to be of service to people outside of the family.

In addition to its relationships with other people and its physical environment, the family has two kinds of relationships with ideas or information.

The first, which is the more distant and formal of these relationships is that of obedience to the rules, customs, laws and dogmas of society.

The second, a more intimate one, involves being informed and concerned with the language, literature, ideas and ideals of the society in which the family is one institution.

An institution, like an individual, has potential in three areas:

A. The goals which it sets for itself

B. The resources which are available to it, and

C. The processes by which it utilizes its resources to achieve its goals.

The family as an institution sets goals for itself in its relations with things, with other people and with ideas. Studies have largely overlooked the aspirations or goals of individuals who are poor and of families who live in poverty.

Institutions, families and individuals differ in the resources which they have at their disposal. These resources include physical or material things, other people and society, and ideas, information and skills.

Finally, institutions have processes which are similar to the habits of individuals, and which demonstrate the means by which the institution, in this case, the family, puts its resources to work to achieve its goals.

Method - Family Styles. The primary method by which the family styles of the poor were investigated was by interviews of the Family Agents. Each Family Agent had been responsible for serving one or more families. At a meeting of the Family Agents, it was explained that the investigation would be concerned with their understanding of the various styles of the families they served. Each Family Agent then made an appointment with the research director and was interviewed about the styles of each family she served.

The interview was structured in such a way as to focus upon the goals of the family, the resources of the family, and the processes by which the family used its resources to reach its goals. Within each of these dimensions of style, the interview was further structured to focus upon the emphasis which the Family Agent saw the family giving . . . to relationships, to things, and to the physical environment, with people inside and outside the family, and with ideas and information.

After the initial description of the investigation to the Family Agent and general familiarization of the Family Agent with the style of inquiry, the investigator proceeded to ask the Family Agent questions and record her answers. When the interview was complete, the investigator then summarized the answers which the Family Agent had given as a means of confirming the evidence. Some of the interviews went very swiftly - the Family Agent finding it possible to consider each family according to the questions asked, and to respond readily with evidence to support her answers. Other interviews were very difficult; the Family Agent finding it awkward to use the categories and difficult to find examples to confirm refute an hypothesis, or focus on the results. Many of the Family Agents volunteered that they saw their families in a much more systematic way and gained programmatic hunches for their families as a result of the interview. The intention of the interview was to gather as much information as possible from Family Agents who had a wealth of experience with their families in a manner which would provide strategies for programs based upon the results of the investigation. There was no attempt in this study to take a hostile research posture but rather one of support for the Family Agent Program itself.

Instruments. First, we were interested in finding out what goals the family set for itself. In the structured interview, the Family Agents were asked the following questions concerning the goals of the families with whom they worked:

A. (1) Is this family interested in new things? (2) Are they interested in the novel? (3) Does the family show a concern for creativity, inventiveness or artistry?

B. (1) How much concern does the family show for goods and materials? (2) Is it a family goal to treat material things carefully and cautiously?

C. (1) In its relations with other people, does the family set independence as a goal? (2) Does the family wish to achieve status within the community? (3) Does the family want to "stand on its own two feet"? (4) To what extent is the family interested in showing leadership in its social setting?

D. (1) Is this family interested in being of service to the community? (2) Does the family see itself as being helpful to others? (3) Is the family likely to set dependence upon others as a goal?

E. (1) How highly motivated is this family toward personal security? (2) Toward financial security? (3) How much is the family concerned with achieving security through obedience to social and political rules and regulations? (4) Is the family obedient to religious laws? (5) How important is conformity to the culture?

F. (1) How interested is the family in original ideas? (2) Does the family show a concern for literature? (3) Is the family interested in having its children better educated? (5) Does the family strive to gain information, education and knowledge about the contemporary world?

Second, to determine what resources a family had, the Family Agents were asked:

A. (1) How much time and energy does this family have to exert on its own behalf? (2) Are members of the family healthy? (3) Are there many sick or old persons, or many young children? (4) Are there enough adults or other family members to get needed tasks done?

B. (1) What material resources does this family have available? (2) Does it have resources such as clothing, furniture, food? (as separate from money)

C. (1) To what extent do family members depend upon one another as a resource? (2) Are they willing to help one another? (3) Is the family disrupted by internal conflict? (4) Do family members act independently or tend to depend on one another?

D. (1) How much is society a resource of this family? (2) To what extent does the family regard the agencies of the community as a resource? (3) To what extent are the church, the police, the neighborhood, a resource?

E. (1) To what extent is information a resource to this family? (2) Are radio and television or newspapers a source of information rather than just entertainment? (3) Do they have the facts and information available? (4) Is literature utilized as a resource?

The third area of questioning concerned the processes used by the families to utilize their resources in the pursuit of their goals.

A. (1) How much creativity does this family show in its approach to its environment? (2) Is it able to show inventiveness and ingenuity in problem solving? (3) Does it know how to take shortcuts? (4) Could the family design and re-design its physical environment, arrange and re-arrange the environment to meet its needs?

B. (1) How much effort does the family show in maintaining their possessions? (2) Are things in good repair and clean? (3) Is the family cautious and careful about its material possessions? (4) Does the family show productivity and craftmanship in the way it processes its material environement?

C. (1) In its relations with other people, how much independence does the family show? (2) Is the family able to speak up and make its demands known? (3) Is the family willing to assume positions of leadership or persuasion with others?

D. (1) Is the family able to listen and make use of information? (2) Can the family take advice from others in the solution of its problems? (3) How receptive is the family to the influence of the agents of society, including the Family Agent herself? (4) Is the family willing to depend on information and help from others?

E. (1) To what extent can the family use formal rules of logic as a process in the solution of its problems? (2) Can the family budget the money it has? (3) Can the family utilize planning as a process to achieve goals? (4) Is the family interested in organizing and ordering its environment?

(6) Does it have a programmatic approach to its situation and problems? (7) How likely is the family to account for its resources?

F. (1) How much does this family use written materials as a means to an end? (2) Does it read for information? (3) Are want ads, sales, and food advertisements in newspapers used to determine allocation of resources? (4) Does the family use writing as a means of communicating with agencies or organizations?

Each of the instruments used to structure the interviews required the Family Agent to evaluate her responses on a five point scale; high value was awarded five points and low value one point. The Agents had little difficulty making such estimates. After the agent had made the six estimates necessary within any dimension, she was then asked to rank the six from that which was most often observed to that which seemed least often true. The item most often true was awarded a score of six and the item least often true awarded a score of one. The score of a family for any item was its rating, from five through one, multiplied by its rank, from six through one. This meant that any item might have a score in the range from one to thirty. The total score within any dimension was an estimate of the amount of energy which the family invested in its goals or processes.

When this structured interview with the Family Agent was completed and the scores compiled, the summary was then read back to the Family Agent for her confirmation. Upon receiving this confirmation, the interview on the next family was begun.

Although the center served 235 families, the interviews provided data on 88 of these families. No information was gathered from those families who had been terminated, or where the agents were unavailable.

Results:

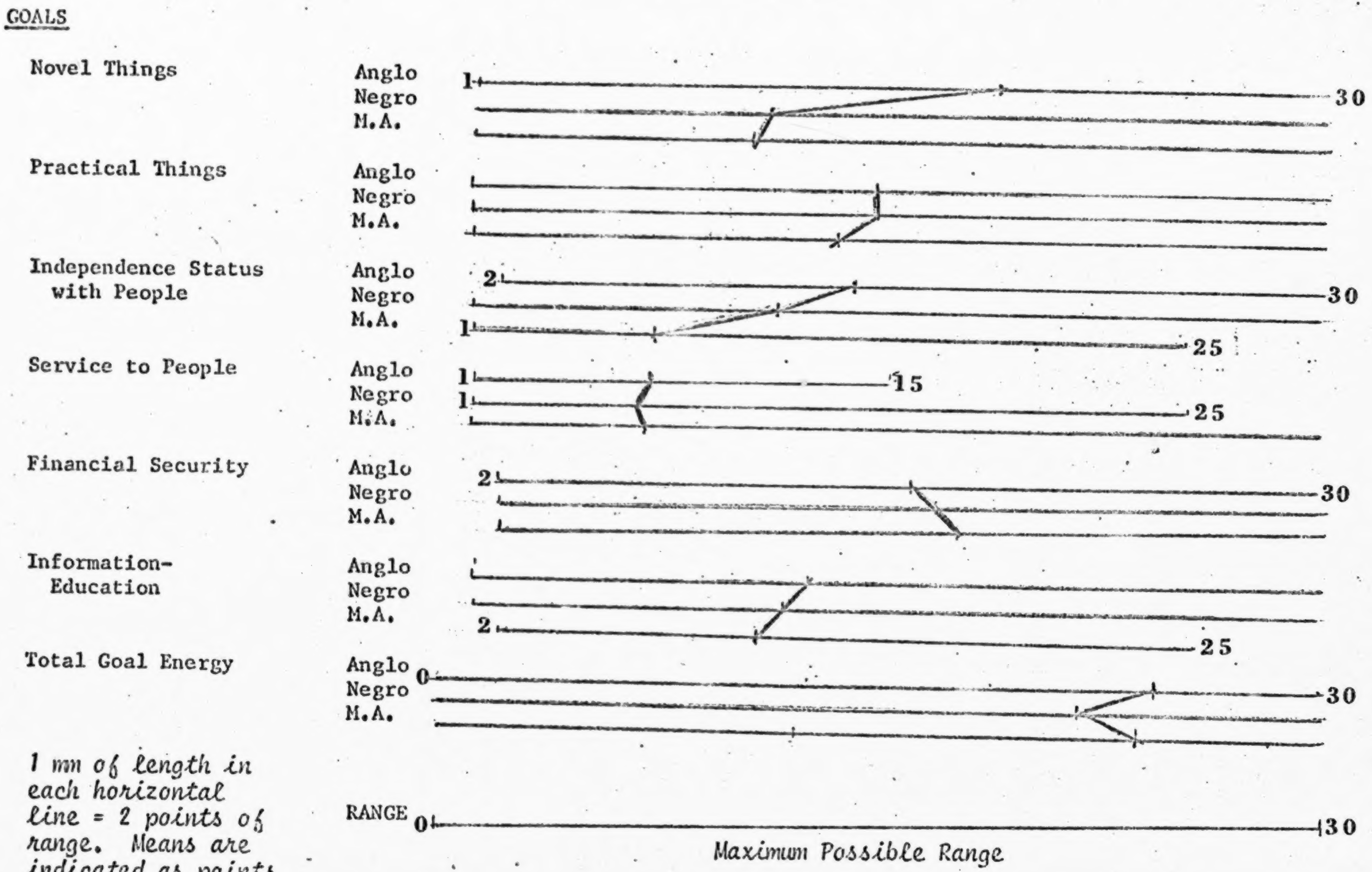
An examination of the following three charts indicates that the first hypothesis was confirmed. There were indeed a wide variety of family life styles among the poor. For illustrative purposes, we are attaching summaries of three family styles. All three families are poor, that is, they are lacking in money as a resource, and all three set financial security as their chief goal; there are wide differences in the total amount of energy, and the way in which this energy is distributed among the resources and processes available to them in pursuit of their goals.

While there are wide variations in family style, these differences were not related to ethnicity, with three possible exceptions:

- The range of scores on service to people as a goal was much narrower for Anglos than for Negroes and Mexican-Americans.
- Mexican-American families had a narrower range of scores for creativity with things as a process than the other ethnic groups.

MEANS AND SCORE RANGES

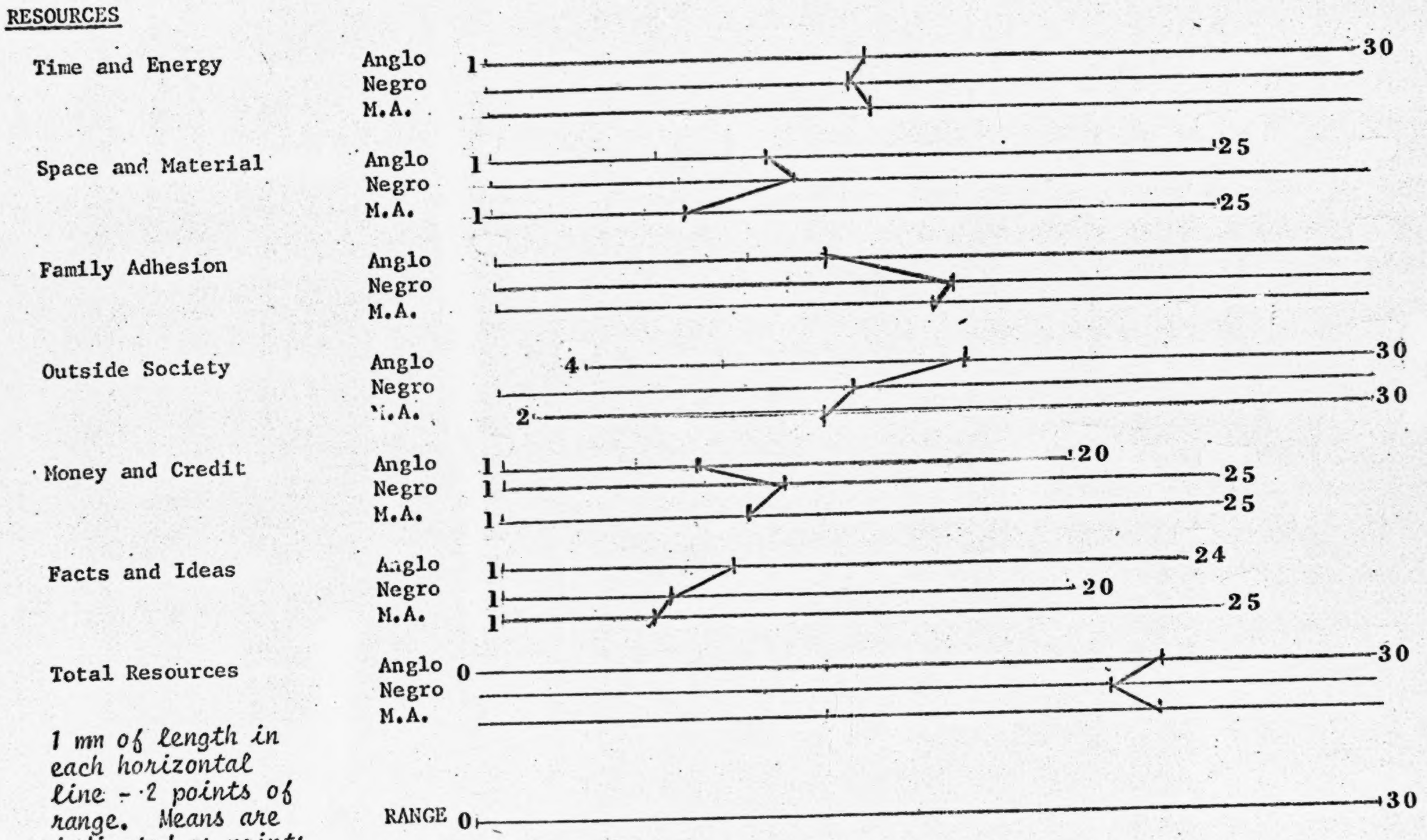
FAMILY STYLES, BY ETHNIC GROUPS



1 mm of length in each horizontal line = 2 points of range. Means are indicated as points on each line.

MEANS AND SCORE RANGES

F[redacted]YLES, BY ETHNIC GROUPS



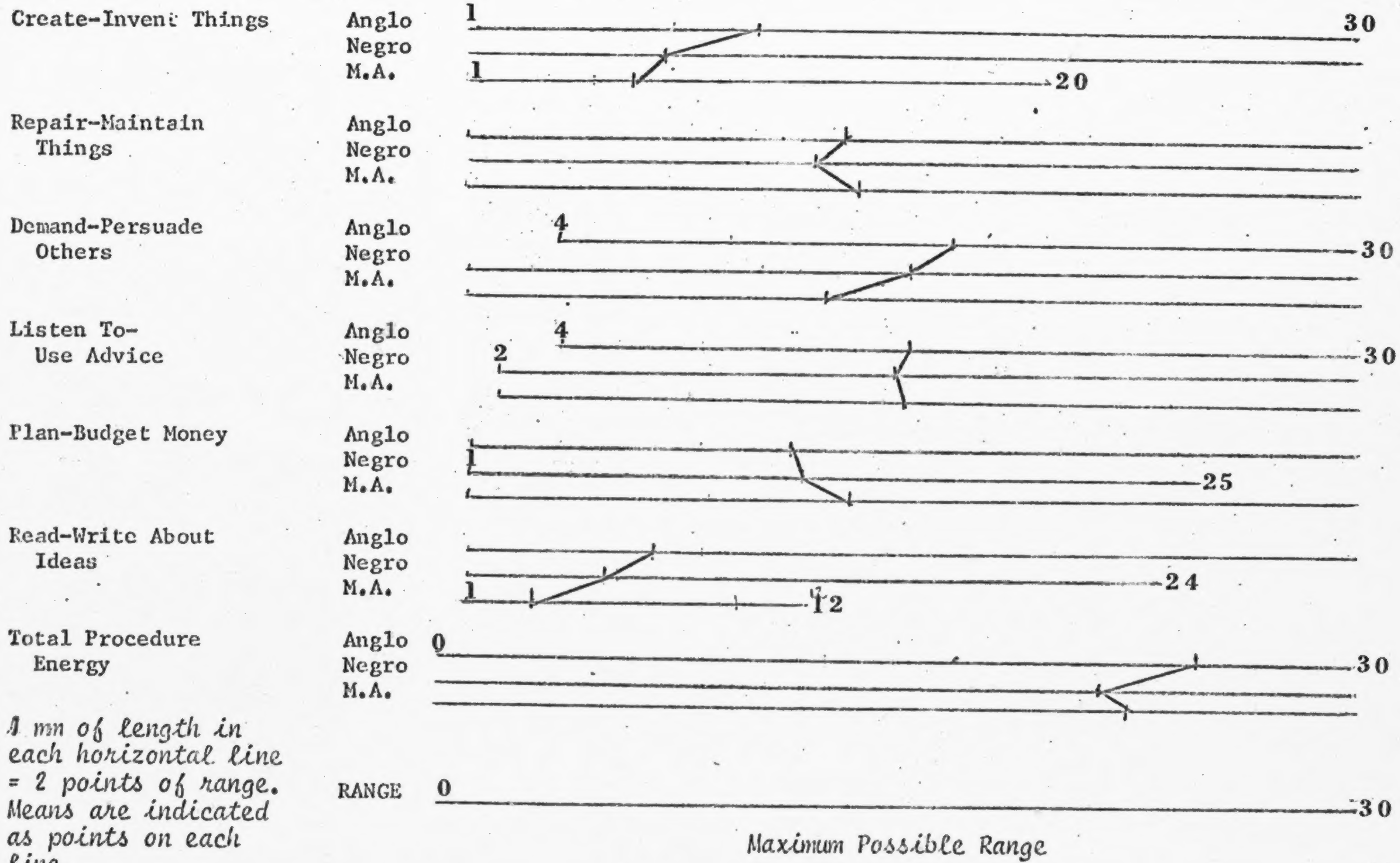
1 mm of length in each horizontal line - ·2 points of range. Means are indicated as points on each line.

Maximum Possible Range

MEANS AND SCORE RANGES

FAMILY STYLES, BY ETHNIC GROUPS

PROCESSES



1 mm of length in each horizontal line = 2 points of range. Means are indicated as points on each line.

THREE FAMILY STYLES

	Family #48	Family #119	Family #96
GOALS	Primary goal is to become financially secure. Family also looks forward to improving its environment. Least important are having new things and being of service to others. Family seems to have a moderate amount of energy invested in goals.	Outstanding characteristic of this family is its lack of goals. Even financial security and education - its prime goals - are very weak. Family not interested in maintaining its environment, in becoming independent of society or of service to others.	Primary goal in financial security, followed by education and material possessions. Shows stronger than average goal energy but invests little of it in improving its environment, becoming independent or serving others.
RESOURCES	Primary resource is society itself. Depends on society for financial support, and other agencies for services. Modest amount of material goods in its environment. With little education and six young children, neither information nor time and energy are much of a resource to this family. Fighting between parents means that family adhesion is not a resource either.	Primary resource is society itself, though family has small income from employment and is not financially dependent. Family adhesion is moderate; neither information nor ideas are a resource. Family is large with much illness, so that time and energy are a very limited resource.	Primary resource is the family itself, with a high degree of adhesion and of time and energy. Moderate amount of materials, but money and information are totally inadequate as resources.

Three Family Styles, Cont'd.

PROCESSES	Primary process in which family hopes to achieve its goals is by careful planning and budgeting. Takes society's lawful and organized approach to life almost without deviation. Is able to take advice and make demands on society. Is not creative, nor does it maintain its environment; information is not a process by which this family hopes to achieve its goals.	Primary process is inventive with things and situations, however they have little capacity to maintain things in good repair. Neither budgets its less than adequate income, nor uses reading or writing to achieve its goals. It is moderate in its ability to seek advice from others and weak in its ability to make demands on others.	This family invests far less energy in its processes than it sets in goals or has in resources. Primary resource, only slightly above average is its creativity, followed by its careful budgeting, and moderate efforts at maintaining its environment. It is isolated from the advice of others and society, and does not demand from society. Does not use information or reading as a process.
SUMMARY	Family hopes to "keep its head above water" primarily by the resources society offers, and by careful budgeting of its resources and conformity to the society, although not by service to others.	This family is bogged down by its dirth of goals, and its lack of energy as a resource. Its moderate family adhesion, small but regular income and creativity are its greatest strengths.	Family has several conflicts: It has time and energy and family adhesion as a resource and moderate creativity, but does not set improvement of its environment as a goal. Has concern for education, but is uninformed and does not have means to become informed.

The following table reports the means for goals, resources and processes according to family ethnicity. Among the 88 families studied, 25 were Anglo-Americans, 32 Mexican-American and 31 Negro-Americans.

The data were treated by using the Student's test. We were interested in finding: (1) the significant differences between the Goals, Resources and Processes between the three ethnic groups; (2) the significant differences between the Goals, Resources and Processes within each ethnic group; and (3) significant differences within each Family Style component by ethnic group.

TABLE 1

MEANS FOR FAMILIES' GOALS, RESOURCES, AND

PROCESSES BY ETHNICITY

GOALS	Anglo	Mexican	Negro
Novel Things	9.2	10.4	11.1
Practical Things	14.8	13.5	14.8
Independence, Status with People	14.1	7.2	11.4
Service to People	7.1	6.8	6.6
Financial Security	16.2	17.7	16.9
Information-Education	12.5	10.8	11.6
Total Goal Energy	74.0	66.0	72.0
RESOURCES			
Time and Energy	13.6	13.7	13.0
Space and Material	10.2	7.6	11.0
Family Adhesion	12.0	15.6	16.2
Outside Society	16.7	11.6	12.8
Money and Credit	7.5	9.3	10.4
Facts and Ideas	8.6	6.1	6.6
Total Resources	69.0	64.0	69.0
PROCESSES			
Create-Invent Things	10.5	6.3	7.4
Repair-Maintain Things	13.4	13.9	12.6
Demand-Persuade Others	17.0	12.8	15.4
Listen to-Use Advice	15.5	15.4	15.0
Plan-Budget Money	11.5	13.6	12.0
Read-Write About Ideas	7.0	3.1	5.5
Total Procedural Energy	75.0	65.0	68.0

Differences between goals, resources, and processes between ethnic groups.

Goals: Anglo families are more likely than Mexican-American families ($\rho > .01$) to have independence or status in society as a goal.

Resources: Negro families are more likely to have material goods, their physical environment, food, clothing and space in general as a resource than are Mexican-American families. ($\rho > .05$)

Processes: Anglo families are more likely to be inventive or creative in approaching their environment than are Mexican-American families. ($\rho > .05$) Anglo families demonstrate significantly ($\rho > .05$) more energy in processing their resources toward their goals than do Mexican-American families.

Differences between goals, resources and processes for each ethnic group.

Anglo: Three differences are significant at the .05 level of confidence between goals, resources and processes for this group.

A. Anglo-Americans are less likely to set service to others as a family goal than they are to consider other people as a resource for the family.

B. Anglo-Americans are less likely to set service to others as a family goal than they are to listen to other people as a process for coping with life as a family. In other words, although Anglo families appear to utilize society as a resource and appear to take the advice offered by agents of society, they are not likely to set, as a goal for the family, that of being of service to society.

C. Anglo families are far more likely to set financial security as a goal than they are to have financial resources in the form of either money or credit.

Mexican-American: The data indicate a number of differences at the .05 and .01 levels of confidence. For convenience and clarity, these are considered in six different comparisons.

A. The Mexican-American family is less likely to proceed in an inventive or ingenious manner than to set novelty and possession of new things as a goal ($\rho > .05$) or to have time and energy as a resource of the family ($\rho > .01$).

B. The Mexican-American family is more likely to set the upkeep of things as a goal and then proceed to keep things in good repair as a process, than it is likely to have goods, materials, space or equipment as physical resources ($\rho > .01$). In other words, the Mexican-American family appears to be interested in, and takes action toward, keeping things in good repair but suffers from a poverty of physical resources.

C. The Mexican-American family is significantly less likely to set family independence, family leadership in society, or family status as a goal than it is to have family adhesion as a resource for itself ($\rho>.01$), or than it is to speak up and make its demands known to society ($\rho>.05$).

D. The Mexican-American family is also less likely to set as a family goal that of being of service to others than is the family to use society as a resource to itself ($\rho>.05$), or to listen and depend upon society as a means for reaching the family's goals ($\rho>.01$).

E. The Mexican-American family is less likely to have money as a resource than it is to have financial security as a goal ($\rho>.05$), or to have budgetary skills with which to process its meager funds ($\rho>.01$).

F. Finally, the data in Table 1 indicate the Mexican-American family is far more likely to set education, information or knowledge as a goal than it is to have information, facts or ideas as a resource ($\rho>.05$), or than it is to read and otherwise process information ($\rho>.01$).

Negro: The data for the Negro family indicates differences with regard to four of the values studied.

A. The Negro family appears to have more time and energy as a resource at its disposal, than it shows inventiveness, creativity or ingenuity in modifying its physical environment ($\rho>.01$).

B. At the .01 level of confidence, the Negro family appears to have society and others in the community as a resource to its ends as well as to listen to others and take their advice, than it sets being of service to other people as a goal for itself.

C. The Negro family places a wish for financial security as a goal but appears to have limited financial resources in the way of cash or credit ($\rho>.01$).

D. Finally, the Negro family sets the goal of education or knowledge high without information being a resource to the family ($\rho>.05$), and also without utilization of relevant processes such as reading and writing ($\rho>.01$).

Differences within each family style component by ethnic group.

ANGLO-AMERICAN FAMILIES

Goals: These families appear to be significantly less concerned with being of service to other people than with the practicalities of every day life ($\rho > .01$), independence as a family ($\rho > .01$), gaining education ($\rho > .05$), and financial security ($\rho > .01$). The families are significantly more concerned with the goal of financial security than they are with having new or novel things ($\rho > .01$).

Resources: At the .01 level of confidence the Anglo-American family appears to have other people, including the agents of society, as a resource, more than physical goods, materials and space; money or credit; or information. The Anglo-American family also appears to have time and energy as a resource more than it has money ($\rho > .05$).

Processes: The Anglo-American family tends to use face-to-face processes of speaking and listening to other people more than it does the process of reading or writing ($\rho > .01$), or the process of creativity or inventiveness ($\rho > .05$). These families appear to be more likely to use procedures to maintain goods, space and equipment it currently has than it is to process information by reading or writing in the pursuit of its goals ($\rho > .05$).

MEXICAN-AMERICAN FAMILIES

Goals: The overwhelming goal of the Mexican-American family appears to be achieving financial security, significantly greater at the .01 level of confidence than the goals of having new things, having status with people, gaining education, or being of service to others. A second goal of these families appears to be maintaining the goods, materials, space and equipment which it currently has ($\rho > .01$) far more than either achieving social status or being of service to others. These goals may be summarized as aiming to "keep the family's head above water".

Resources: The primary resource of the Mexican-American family is its family adhesion, which is more significant at the .01 level of confidence than the physical space and environment of the family, its financial resources, or its informational resources. Time and energy of the family appear to be a greater resource than its financial resources ($\rho > .05$) and either its physical or informational resources ($\rho > .01$). Others in the society provide more resources for the Mexican-American family than does its space, equipment and the natural environment ($\rho > .05$) or its knowledge and informational resources ($\rho > .01$).

Processes: The Mexican-American family is unlikely to use processes of inventiveness with the environment or those which require reading and writing about ideas ($\rho > .01$). These families are more likely to both speak to others and to take the advice of others, than to be inventive with things or read about ideas. Equally important, however, is that the Mexican-American family is more likely to budget what few financial resources it has than it is to be inventive with things or read about ideas. Finally, the Mexican-American family is more likely to strive to maintain those things it has than to be creative or inventive about things.

THE NEGRO FAMILY

Goals: Financial security appears to be the most important goal of Negro families, exceeding the goal of acquiring social status, or the acquisition of new things ($\rho > .05$) and exceeding the goal of service to other people ($\rho > .01$). Least important among the goals of the Negro family appears that of being of service to other people; the practical goal of keeping things in good repair exceeds it at the .01 level of confidence and the goals of having new things, gaining status in the community, and receiving education also exceeds being of service to others at the .05 level of confidence.

Resources: The primary resource of the Negro family as seen by the Family Agents appears to be its adhesion. It is greater at the .05 level of confidence than is space, equipment, goods, materials, or money and credit. Family adhesion also exceeds information as a resource to the Negro family ($\rho > .01$) but so do family time and energy, the resources provided by society and even financial resources in money or credit.

Processes: When we consider the processes available to the Negro family, two processes appear to be unused: creativity and ingenuity in approaching the physical environment, and reading and writing as a means of utilizing information. Keeping things in good repair and budgeting money are processes more likely used than invention at the .05 level of confidence. Otherwise, all of the other processes exceed those of invention or reading at the .01 level of confidence.

Discussion

Methodology. This study of family styles suffers from two methodological problems. First, we should like to have greater confirmation of the Family Agents' perceptions of the family styles which they reported. Such confirmations might have been possible if there had been closer supervision by the Family Agent supervisors such that each supervisor could have been interviewed to confirm the perceptions of the Family Agent with regard to the family's style. We might also look forward to having an individual with as much access to the family as the Agent, rate its style and compare that with the Agent's rating. Another possibility is that the individual families might concern themselves with their styles, an exercise which might provide some evidence for the family to enable it to do something about its condition. In any event, these data elude us.

Secondly, we should like to compare these family styles with a similar set within each ethnic group of families not living in poverty. We cannot now differentiate, for instance, between patterns which represent Anglo-American family styles in general, and those family styles which are peculiar to the poor. With these methodological reminders, we turn to a discussion of the findings of our study.

Differences between ethnic groups. As shown in Table 1 , most differences appear between Anglo and Mexican-American families, the most important of which appears to be that the Mexican-American family has significantly less energy to invest in procedures by which to apply its resources toward its goals than does the Anglo family.

The Mexican-American family is seen as having fewer resources in the way of space, material, goods and equipment than does the Negro family also living in poverty.

The Mexican-American family does not set family independence as a goal, nor does it use creativity and inventiveness as a process to utilize the time and energy of its family to the same extent as do the Anglo and Negro families.

The greatest gap between the level of goals set, and the amount of energy available in processes is seen in the Negro family. These families might be described as "process poor", in that their procedural level seems to lag behind their aspiration level.

While all three groups have in common that they set financial security high and have limited resources available, they show considerable differences in how they process their resources to achieve their goals. Mexican-American families appear to budget their financial resources well, but Anglo and Negro families do not. In other words, just because a family sets security high as a goal does not mean that he will utilize with equal strength the processes by which he might achieve that security. For the Anglo and Negro families there appears to be an aspiration-procedure gap.

Similarities among ethnic groups. All three groups set the goal of financial security first, and as might be expected the goal of security is much higher than the financial resources they have available to them.

All three groups set as lowest the goal of service to others, although they, nonetheless, do well in using society as a resource to their ends, and in using social processes to reach their goals. This suggests that the condition of poverty, regardless of ethnic differences, does not encourage altruistic motivation, but does encourage utilization of outsiders as a means to the family's ends.

Likewise, all three groups set the goal of education, being informed and gaining knowledge high, yet they do not appear to have information as a resource, nor utilize reading and writing as a process by which they might gain information. This suggests that the goal is held by the family for its children rather than by the adults for themselves. It further suggests that the poor might profit from some clear understanding of how to reach the goals which they set so high, because, already resource poor, the usual informational channels do not seem to reach them, nor do they view these channels as a process by which they might develop their resources.

The poor are often viewed as ingenious, creative and artistic, a viewpoint which is supported by those occasions on which there is the discovery of an American "primitive" artist. Our data seems to contradict the notion that an ingenuity of approach to the physical environment exists among the poor, particularly among the Negro and Mexican-American poor.

Summary

Anglo. These families rank financial security as chief of their goals; the family seems to say that it has too many problems of its own to be concerned with service it might provide to other people. However, its primary resources come from other people in society, and only secondarily from its own time and energy. Finally, it appears to proceed towards its goals in a face-to-face manner, using other people, and is neither inventive with the environment nor inquisitive in reading and information gathering.

Mexican-American. These families appear to be primarily concerned with financial security, secondarily with keeping the physical environment intact, and least with independence from or service to other people. The Mexican-American family seems to look to its own family interdependence and the energy of the family members as its primary resources, with secondary help from the outside society. The physical and informational environments are not seen as resources to these families. These families appear to process their resources in face-to-face relations with others, and practice careful budgeting. They use neither ingenious ideas nor inventiveness with things as procedures. These families appear to strive toward financial security by maintaining their meager resources through their own time and energy, using face-to-face communication and financial management skills.

Negro. These families, too, are most concerned with financial security and least concerned with being of service to others. Somewhat surprisingly, their primary resource, even in single parent homes, seems to be family adhesiveness. More than the other poor families, they seem to have money and credit as a resource as well as space and material. These families do not appear to use inventiveness and creativity with things, nor reading about ideas as a means to its ends. They show the greatest gap between the procedural energy available and the aspirations they set for themselves.

Conclusions

The first hypothesis, that we would find a variety of family styles, was indeed confirmed. Individual families showed great variations in the way in which they distributed their energies.

There were no significant differences between the life styles of Negro and Anglo families as groups. There were, however, three areas of difference between Anglo and Mexican-American families, and two between Negro and Mexican-American families: The Mexican-American family is seen as placing less emphasis on independence from society than either the Negro or Anglo family; Mexican-American families are less apt to have material goods in their physical environment than the Negro families; and, Mexican-American families are apt to have significantly less total process energy available to them, and are also less apt to be inventive or creative in their approach to the environment than Anglo families.

It appears that the technique of assessment used in this section, with further development, might be an approach by which a family could be assessed, or assess itself. On the basis of this information, a strategy could be planned by which the family might develop its resources and processes to achieve its goals.

Part 3 - Family Agent Intervention Techniques

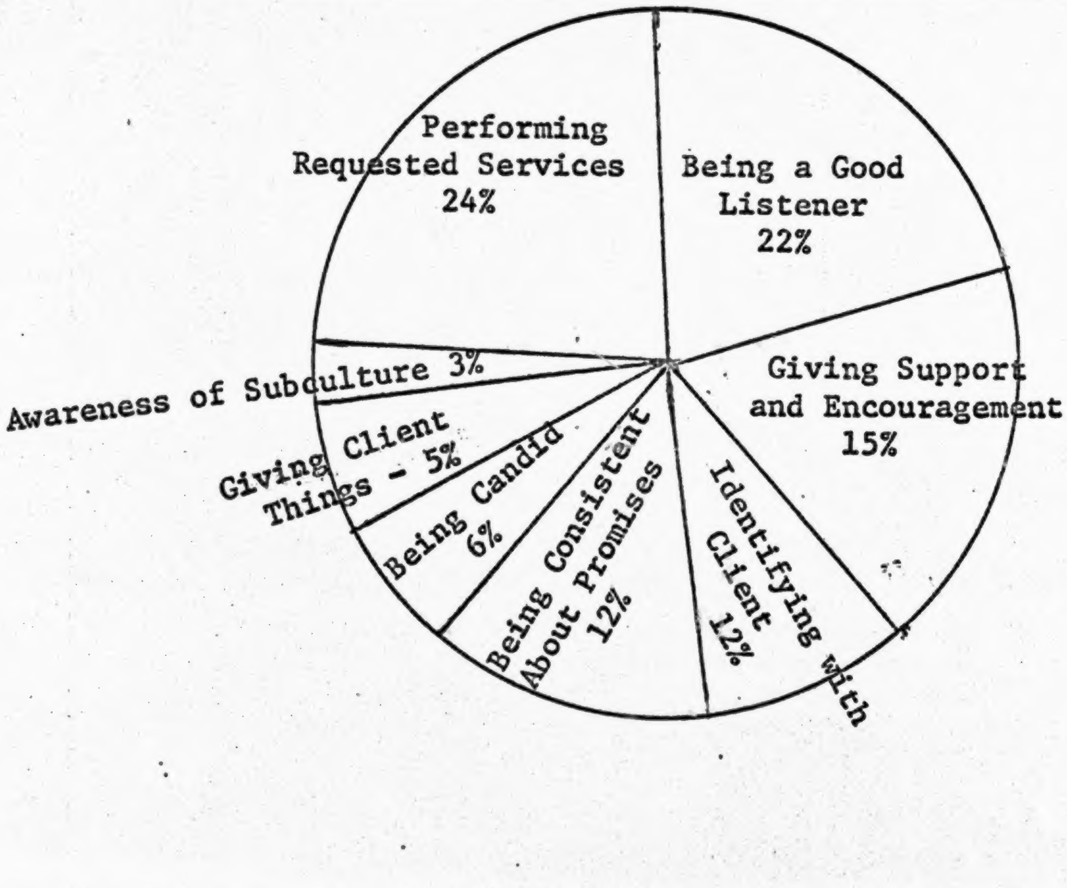
An attempt was made to find out what the Family Agents had actually done with the families they served, how they went about establishing rapport with the families, how the clients perceived the Family Agent, how the Family Agent related both to the client and to other agencies, and how the Family Agent felt she had been effective in achieving family goals, and what additional help she felt she needed. The method by which this research was conducted and the interview schedule is described in detail in the appendix, but the essential technique used was that of a "debriefing" interview.

After the initial training, each Family Agent met with the supervisor to discuss the families to whom she had been assigned. As mentioned, most of the referrals were from the Bureau of Public Assistance, the Juvenile Probation Department or the schools. Sometimes the Family Agent was introduced to the family by the referring case worker; often the Family Agent went alone on the first visit to the family. We were therefore interested in finding out how the Family Agent went about establishing rapport with the family when she first met them.

As shown in Chart I, the techniques the Family Agents found most helpful in establishing rapport involved responding to the family's needs by performing requested services, followed by being a good listener and giving support.

CHART I

Family Agent Techniques to Establish Client Rapport

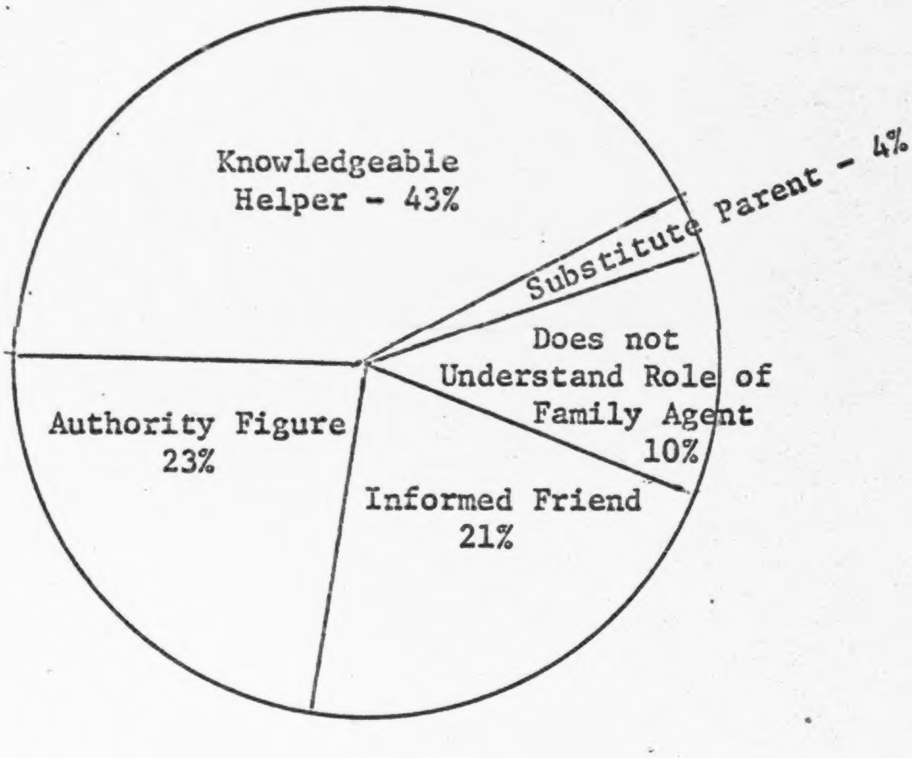


Since the role of the Family Agent is unlike that of most agency personnel, it was important to know how the families perceived the Family Agents. From the viewpoint of the Family Agent, 43% of the clients saw them as a "knowledgeable helper". The Family Agent was seen as an authority figure in 23% of the cases and as an informal friend in 21%; as a substitute parent in 4%, and finally, 10% of the families did not seem to understand the role of the Family Agent at all.

In this unusual role, most (71%) of the Family Agents gave their home telephone numbers to the families so that they could be available at all times to their clients. Only 14% found that the families ever abused the use of the home telephone numbers. Most found that they were called at home only for emergencies or when some member of the family was seeking advice or help on an important decision.

CHART II

Client's Perception of Role of the Family Agent



Goals for Clients as Set by Family Agents

It seemed important to know what kinds of goals Family Agents set for the families with whom they worked, since these goals would be reflected in how they spent their time and energy with the families. Further, it was expected that as the Family Agents came to know and understand the families better, they might change their expectations. Both the goals initially set, and the changes are shown on Chart III and IV.

One out of four Family Agents indicated that their goals were primarily to tangibly improve the conditions in which the families lived. Eighteen percent of the Family Agents set as their goal, improvement of the client's self-esteem and degree of independence. Less frequently reported goals (13% each) included those of showing the client how to deal with agencies, establishing a good relationship with the client, and exposing the client to middle class values. At least 10% of the Family Agents indicated that they really had set no goals in approaching their families. Seven percent of the Family Agents indicated that their concern was to improve the family relationship within itself. In Chart IV, we see that 32% of the Family Agents found it necessary to lower their expectations after experience with the families. On the other hand, 23% of the Family Agents increased their expectations of what should be done by the family and for the family. Another 36% of the Family Agents did not change their expectations but were not satisfied with the goals they had set. Finally, 9% did not change their expectations but did feel satisfied with the goals they had set.

CHART III

General Aims of Family Agents

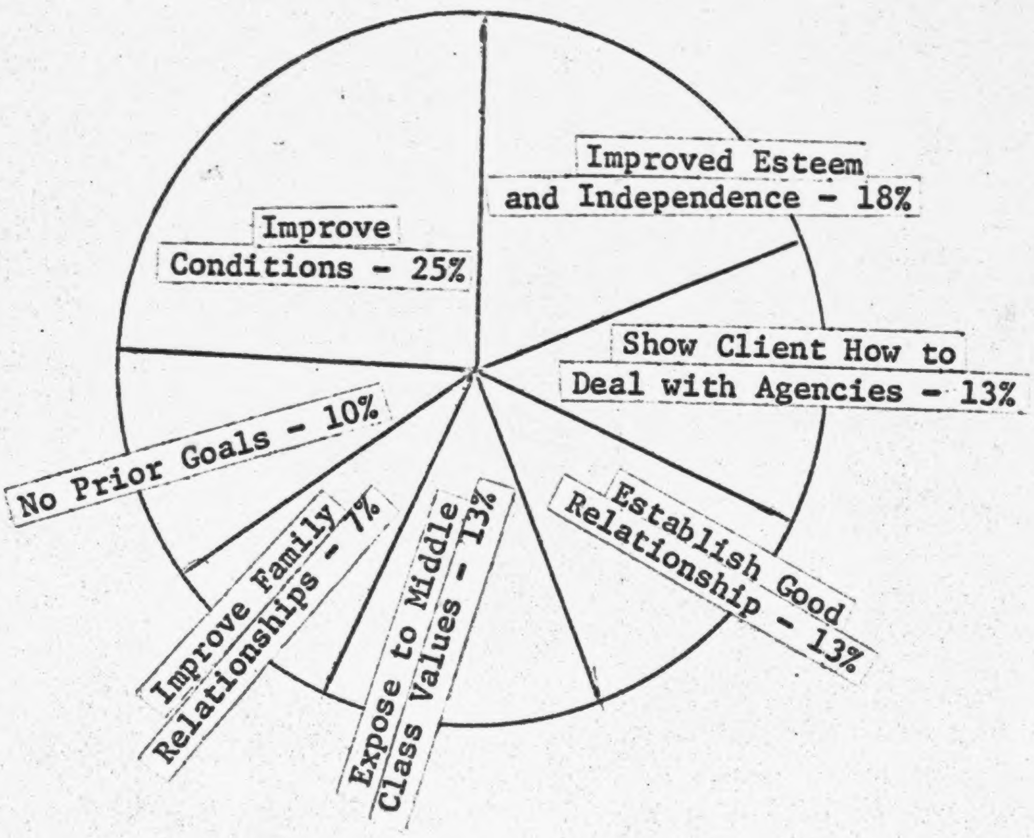
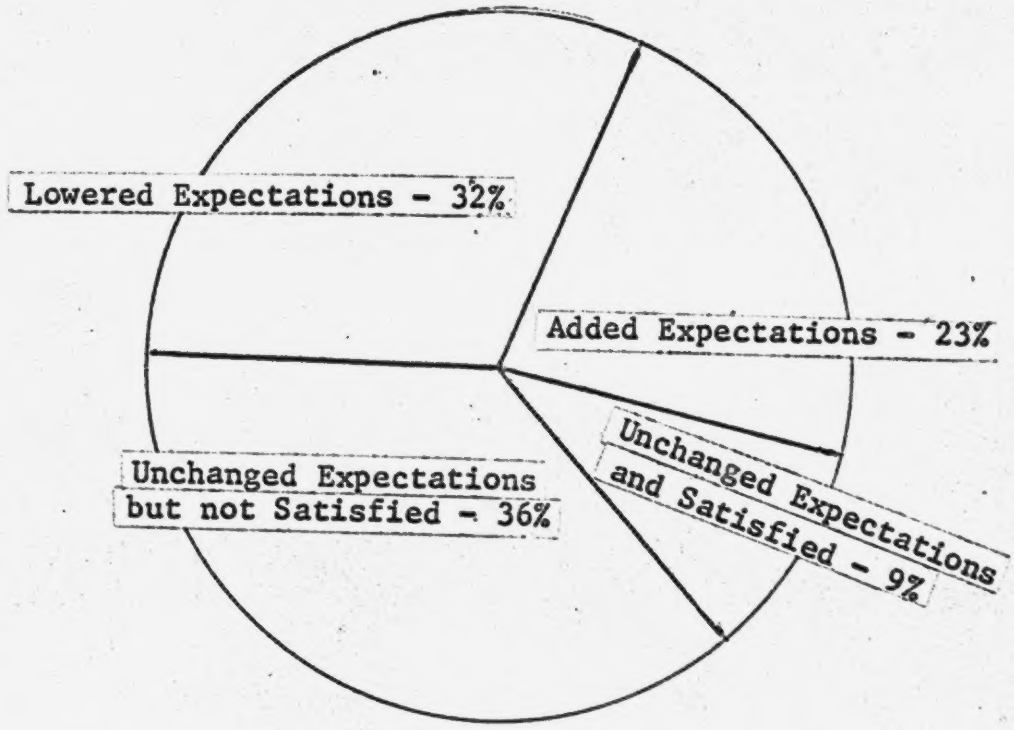


CHART IV

Changes in Family Agent Goals



Problem Areas

When referred by other agencies, most families were seen to have several major problems, and a comparison was made between the problems for which the families were referred and the areas in which the Agents worked. Listed below are the major reasons for referrals and the major areas of focus of the Family Agent in order of frequency.

Reason for Referral
(In Rank Order)

Medical and Dental Needs
Academic or Adjustment Problems of Children
Home and Budget Management
Poor Housing Conditions
Inability to Discipline Child
Emotional Problems
No Income, Unemployment
Need Clothing, Furniture
Need Transportation

Area of Focus
(In Rank Order)

Communication and Emotional Problems
School Problems
Medical and Dental Problems
Employment Problems
Housing
Budgeting
Political and Community Interests
Clothing, Housekeeping, Furnishing

Thus, it may be seen that while the Family Agent's attempted to establish rapport with the family by responding to the client's request for service, they nonetheless did focus on the problems for which the case was referred. The emphasis on the problems in some cases shifted, as may be seen by the fact that while home and budget management were high on the list of problems as seen by the agencies, the Family Agents spent relatively little time working in these areas.

They spent the greatest amount of their time in an attempt to deal with the communication and emotional problems of their families. It may be understood, that before being able to deal with academic problems, for example, the Agent first had to understand and deal with the emotional problems involved. In medical disabilities, similarly before a family would accept a referral for a medical or dental appointment, the fears or concerns of the family member would first need to be explored.

Family Agent Techniques

The techniques most apt to be used by Family Agents in their work with the families were, in order of frequency:

Giving Advice and Suggestions
Providing Transportation
Making Arrangements on Behalf of the Families

At the other extreme, the techniques least apt to be used were those of:

Family Therapy
Identification of the Family Agent with the Family
Setting herself up as a Role Model for Ways to Deal with Problems
Assessing the Family's Problems in Some Diagnostic Way

Interestingly enough, although the Family Agents had reported that "listening" was the second most frequently used technique in establishing rapport with the client, it was an infrequently used technique in dealing with problems.

Comparison of Techniques and Problems

The following table shows the problem areas in which the Family Agents focused as related to the techniques they used to intervene in these problems.

For the most part, the Family Agents attacked the problems for which the families had been referred. Since they took their initial cues from requests made by the families, it may be presumed that the problems for which they were referred are largely the problems which the families themselves perceived.

The problems most frequently dealt with were in the areas of communication and emotional problems, educational and medical needs, and employment.

The techniques most frequently used were of suggesting and advising followed by transporting and arranging.

FAMILY AGENT INTERVENTION TECHNIQUES

	ADVISE (Suggest)	ARRANGE	ASSESS (Diagnose)	AVOID	DEFEND (Act as Advocate)	DIRECT (Order-Do for)	FAMILY "THERAPY"	GIVE (Provide)	IDENTIFY (e.g., as mother)	INFORM	LISTEN (Non-directive)	MODEL (Show how)	REFER	SUPPORT (Reinforce)	TRANSPORT (Drive Deliver)	TOTALS OF TECHNIQUES
1. Housing	28	13		10	4	6		2		7				14	15	99
2. Furnishing	10	2		7	2	1		20		2				7	7	58
3. Housekeeping	19			18	1	4		7	1	2		3		10		65
4. Budgeting	29	4		11		3		6		6	1	3	2	1	6	72
5. Medical/Dental Care	32	29	5	2	7	10		3	1	5		2	7	4	31	138
6. Family Planning	26	7		6	2	2				12			3	1	14	73
7. Occupational Status	28	14	6	3	1	3		4		8	1		18	14	15	115
8. Clothing	12	6		3	2	1		30				1	3	2	17	77
9. Schools	32	18	4	2	30	7	1	5		2		2	19	10	14	146
10. Use of Other Agencies	19	13		1	18	1				7		2	9	6	6	82
11. Political & Community Interests	24			16	1			1	2	15	1			5	11	76
12. Communication and Emotional Problems	34	15	1	9		4	9		3	4	19	2	25	15	12	152
TOTALS	293	121	16	88	68	42	10	78	7	70	22	15	86	89	148	1153
Total N	12	10	4	12	10	11	2	9	4	11	4	7	8	12	12	
Goal Areas	24.41	12.10	4.00	7.33	6.80	3.81	5.00	8.66	1.75	6.36	5.50	2.14	10.75	7.41	12.33	
Total 39	7.51	3.10	.41	2.26	1.74	1.08	.26	2.00	.18	1.79	.56	.38	2.21	2.28	3.79	

The greatest disappointment the Family Agents felt was in their ability to effect a change in the emotional problems of the families, and their major request for further training is likewise in counseling and therapeutic techniques. (See pages 99 and 100.)

There is a relationship between the frequency with which a problem arises, disappointment in her efforts to deal with it, and the Family Agent's perception of her own skills. Often the Agents felt or hoped that other kinds of techniques might be more effective in dealing with these frequently encountered problems.

In their attempts to alleviate the educational and medical problems of the families, the Family Agents met with some disappointment, focusing its source on the agencies, particularly the public schools, rather than on the techniques which they used in attacking these problems.

On the other end of the scale, we find that the problems least likely to be attacked were those having to do with furnishings, housekeeping and budgeting.[1] We have learned from our study of Family Styles that families of all three ethnic groups set financial security and material things as major goals, but are limited in both resources and in the processes by which they might attain these goals. Since these were apt to be areas of concern to the families, we must ask why these areas received such low priority by the Family Agents.

Furnishing either money or material goods was limited by both project policy and by the resources of the Family Agents. The primary resource which the Agents had available to them was their own knowledge and information of household management and budgeting. Why did the agents not use these as intervention techniques?

First, the overwhelming techniques the Agents did use were the non-directive ones of suggesting and advising; intervention into housekeeping habits or money management would have required directive or physical techniques, and these were not techniques with which they felt comfortable.

Second, from the problems which the Family Agents attacked with vigor, emotional, educational, employment and health, we see that they tended to attack what they perceived to be the CAUSES rather than the CONDITIONS of poverty. Further, they dealt with these in a social rather tha a physical way.

Since improving the physical conditions of the families was the largest single goal of the Agents, as well the largest area of their satisfaction, one might infer that they were successful in improving the physical conditions of poverty by indirectly attacking what they felt to be its social or emotional causes.

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[1] which led to the setting up of a separate consumer education program and a Family Skills Center to teach these topics.

Referral to Other Programs and Agencies

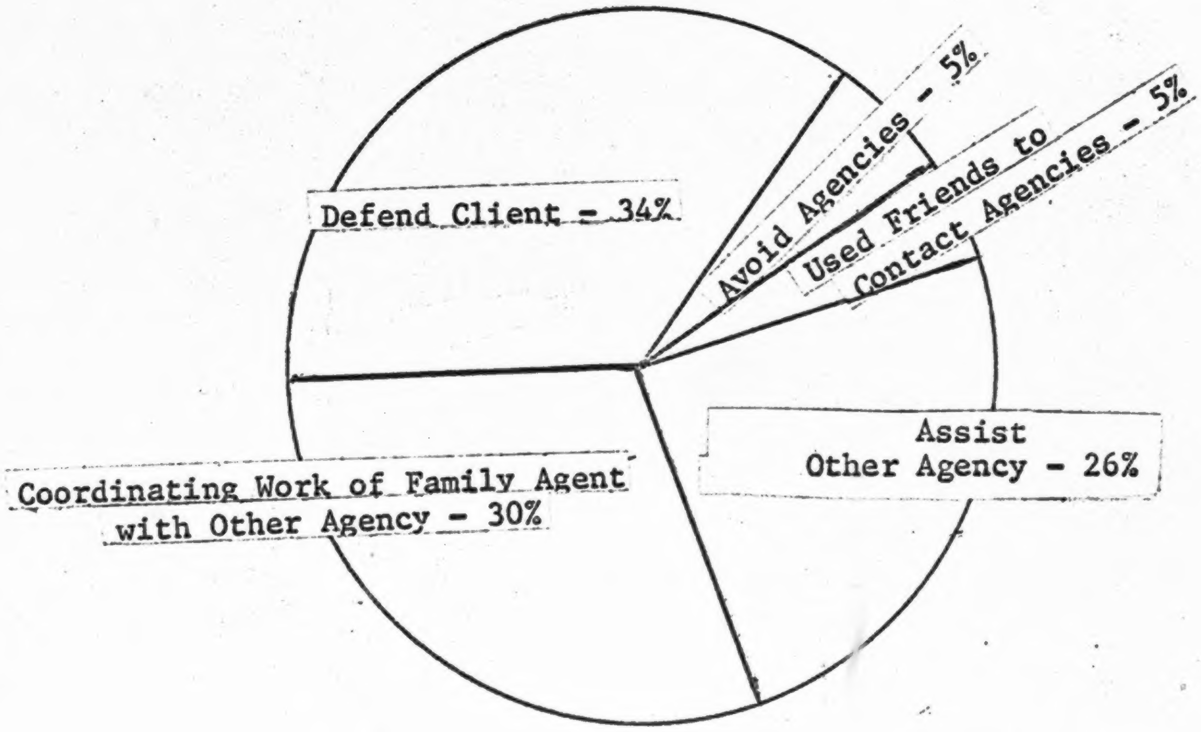
Virtually every family seen was referred to some other agency; arrangements for appointments and the transportation to these facilities were often provided by the Family Agents. Relationships with other agencies accounted for less than one quarter of their total working time for half of the Family Agents. One third spent from one quarter to three quarters of their working time in relationships with these other agencies; the remainder could make no accurate estimate of such time.

As shown below, 34% of the time invested by the Family Agent in the other agency was spent in defense of the family; 30% was spent in coordinating the efforts of the Family Agent with that of the other agency, and 26% in attempting to assist the other agency with its work with the family.

Most of the referrals made to other agencies were for medical and dental needs, emotional problems, educational problems and employment.

CHART V

Family Agent's General Approach to Agencies



Family Agents were asked how they were received and perceived by other agencies. Sixty-six percent of the Family Agents reported that the other agencies showed both cooperation and respect, although 28% reported that they experienced resistance or hostility. The Family Agents were then asked to document what complaints, if any, they might have. The largest single complaint was that the schools were uncooperative (48%), followed by medical facilities and personnel (19%), the Probation Department (15%), the Bureau of Public Assistance (11%).

It is interesting to note that although the Family Agents report their largest single agency efforts consisted of defending the family from the agency, only 28% reported that they encountered hostility or resistance on the part of agencies. Further, for the duration of the project, three out of four referrals continued to come from the agencies. This may be taken both as an indication that the Family Agents were generally skillful and discrete in the techniques they used in defending their clients, and that they continued to provide a service seen as valuable by the referring agencies.

Intra-Agency Referrals

Family Agents also referred their clients to programs and resources within the Pacific Community Center. As shown below, the tutorial and club programs were those most frequently used, and the consumer education program was the least often used.

Program	Percent
Club	23
Tutorial	23
Crisis	19
Skills Center	17
Employment	13

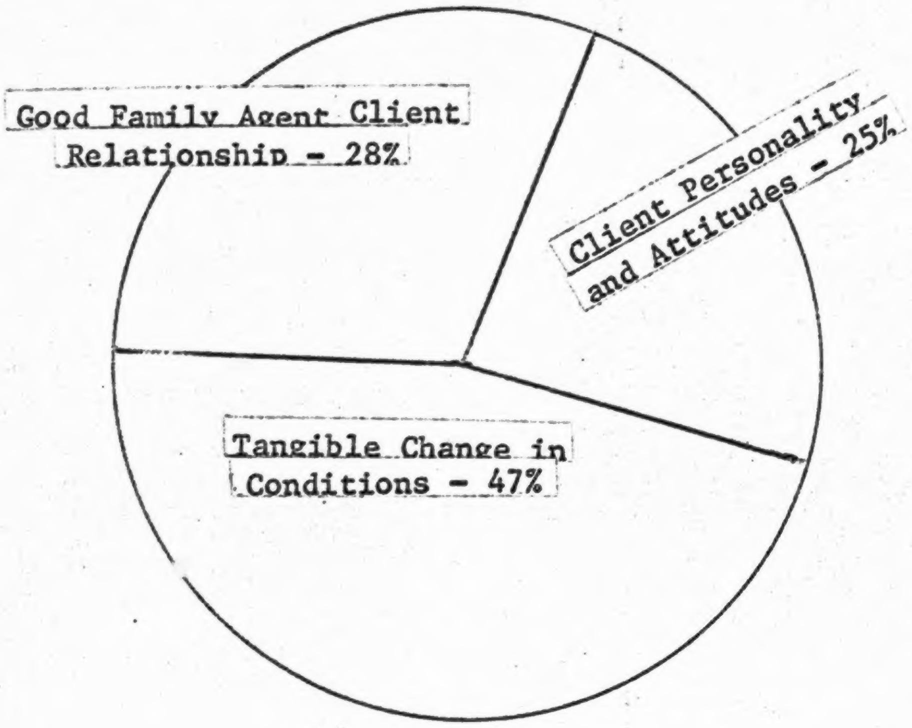
Family Agents were then asked how useful the families had found these services. Responses are listed below. The most helpful program was seen to be the tutorial, followed by the club and the skills center. Those seen as not useful were consumer education and the skills center. In other words, those which were most often used were also seen as the most useful.

Program	Useful	Not Useful
Tutorial	24	5
Clubs	11	4
Skills Center	9	11
Employment	8	8
Crisis Intervention	3	5
Consumer Education	5	11

Family Agents were asked to evaluate how successful their methods had been. As seen in Chart VI, nearly half felt that they had made some tangible changes in the physical conditions of the families; 28% felt that they had been effective in establishing good Family Agent-client relationships, and 25% felt that there had been some improvement in the personalities and attitudes of the families.

CHART VI

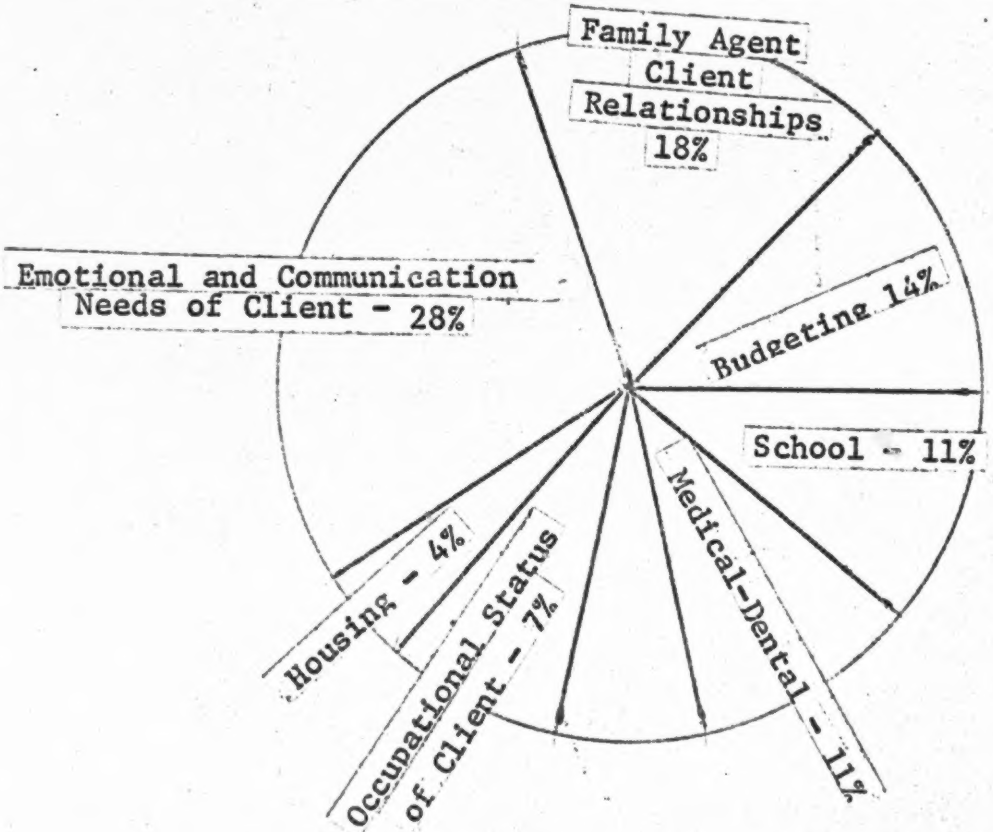
Family Agent's Self Evaluation of Effectiveness of Methods



There were however, feelings of disappointment by the Family Agents; leading the list of the areas in which they had been disappointed were the emotional and communication needs of the clients, followed by unsatisfactory Family Agent-client relationships, and improvement in the family's budgeting ability.

CHART VII

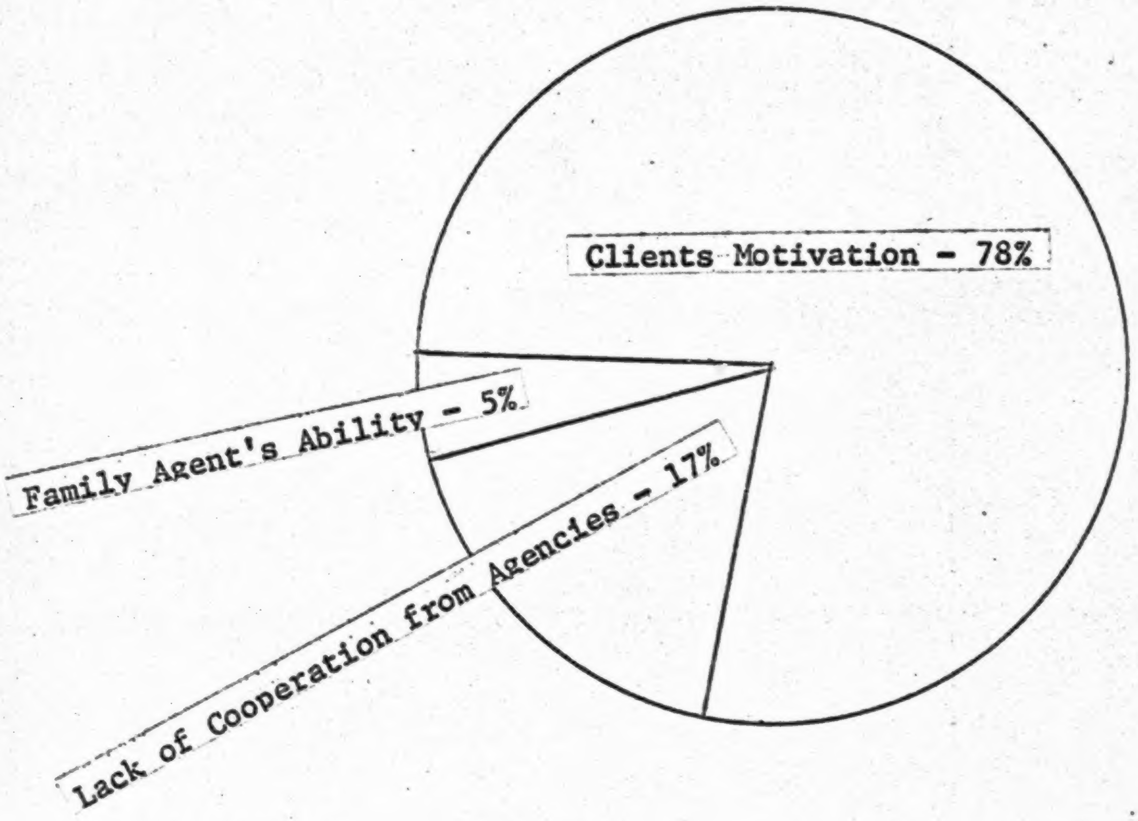
Goal Area of Disappointed Attempts with Clients



As for the reasons for these disappointments, the Family Agents attribute these to the client's motivation in 78% of the cases. They see lack of cooperation of other agencies, and only in 5% of the cases do they attribute their disappointment to their own abilities rather than the problems of agencies or the motivations of clients.

CHART VIII

Reasons for Disappointed Attempts



Termination of Cases

Three out of four cases were terminated at the end of a six month period. However, one out of ten referred at the inception of the program was still current when the program was transferred. Cases were seen by the Family Agents twice a week for an average of four hours a week. Thus, within a six month period, a family was apt to have been seen by the Family Agent for a total of 100 hours.

Forty-eight percent of the cases ever referred were current at the time the program was transferred.

Of those cases which were terminated, the reasons were as follows:

Reason for Termination	Percent
Project Decision, Problem Resolved	34
Project Decision, Problem Unresolved	4
Family Decision, Problem Resolved	8
Family Hostility	2
Referring Agency Decision	8
Foster Home Placement	2
Family Moved from Area	28
Unknown	14

From the point of view of the project, about a third of the cases were terminated because it was felt that the problems were resolved. Only a very small number of cases were terminated because of family hostility; 8% were terminated because the family felt that the problems were resolved, even though we might not have agreed. The high percentage of unterminated cases is an indication of tenacity on the part of the Family Agents - rather than terminate a case as unresolved, they continued to work with it, and to explore various alternative approaches to the families' problems.

The question might well be raised as to what constituted "project decision, problem resolved". Did this mean that the family was no longer poor? Or did it merely mean that a family referred for dental problems had been referred to a dentist? For the most part, a termination deemed to be successful did not mean that the family was no longer poor. In fact, those cases which were terminated because the family moved out of the area meant that the family had also moved out of the poverty level, since, as a family increased its income it was quick to find housing in another area. However, neither did a termination mean that a family had merely been referred to another agency for its problems.

Cases were terminated and classified as "problems resolved" when the problems for which the family had been referred had been dealt with as well as possible given the limitations of the family and the availability of resources. In addition, the Family Agents superimposed their own goals; of improving the physical conditions, improving the self-esteem and family interaction, teaching them how to deal with agencies and institutions. When it was felt that the Agent had accomplished as much as she could towards these goals, a case was closed to allow the family to consolidate its gains through its own efforts and increased strengths. An informal follow-up was done by the Family Agents who telephoned terminated families from time to time to ask how they were getting along.

An attempt to measure the overall changes in the families is described in the section on the Family Movement Scale.

Family Agents Intra-Agency Relations

Family Agents were asked about how they utilized the personnel of the Pacific Community Center and what influence they had on their work as Family Agents.

One-third of the Family Agents indicated that they spent fewer than four hours a month in direct contact with other persons within the center itself. An additional one-third of the agents indicated that they spent between four and six hours a month in such relationships. The question as to the kind of influence which the Family Agents felt their co-workers had on them shows that, primarily, they received ideas and suggestions, reassurance, friendship from other Family Agents, but it was also indicated that there tended to be minimal contact between the Family Agents themselves. When the role of the Family Agent supervisor was questioned, the Family Agents indicated that primarily they received ideas and suggestions with some reassurance from their own supervisors, and, again, a few Family Agents indicated that they had minimal contact with their supervisors. When asked about the monthly Family Agent meetings, the Family Agents said that while the meetings offered ideas and suggestions of general interest, a few said they were of little practical use to them. Comments about their training program elicited statements that the training offered an opportunity to define the role of the Family Agent, to gain a perspective on the client population, to become familiar with community resources, and so, to be of general interest. A few of the Family Agents indicated that the training was not valuable to them as Family Agents.

Family Agents were asked what suggestions they had for changes in the selection, training, supevision or the program which might help them with their work.

Suggestions related to the selection of Family Agents were very few; four suggested that there might be a role for male Family Agents, three suggested younger people, two that there be more Negro and ghetto residents as Family Agents, and one suggested that Family Agents should be able to speak Spanish.

Only a total of five suggestions were made regarding supervision; three of which indicated that more supervisory conferences (than one a month) would be helpful.

Most suggestions came in regard to their own training. Twenty-three percent of the suggestions regarding training were for increased training in counseling and therapeutic techniques; 20% for small group discussions, and 14% for a printed guide of who to contact in agencies, and 9% wanted more counseling and reassurance for the Family Agents.

Actual suggestions for program development were limited to increasing the available transportation for clients and four requests for increased availability of therapy and psychological testing for the clients. Other comments related to the structure of the center itself and were highly individual with none of these comments occurring more than once.

Discussion and Conclusions

Relationship of the Family Agent and Client. The overall ROLE of the Family Agent is that of a woman who works between ten and twenty hours a week with from one to three families. The Family Agent feels that she herself is seen primarily as a helpmate, although there are some overtones that she may be perceived as representing the established community. The way the Family Agent established rapport is primarily by responding to requests from the family rather than by initiating such requests. More than half the working time is spent in direct contact with the families, and the rest in contacting other agencies, and in the supervision and work of their own agency.

The SATISFACTION the Family Agent gets in this relationship comes primarily when she can see some changes in the physical condition of the family. Agents also find satisfaction when the family shows some improvement in their family relations, in the relationship between the family and the Agent, and with outside society. They do, however, experience some shift in goals, probably because, in spite of training, they begin rather naively and have to lower their expectations in order to maintain a sufficient level of satisfaction from their work.

The two major areas of DISAPPOINTMENTS that the Family Agents feel are interestingly enough, in the areas of communication and emotional needs and in the Family Agent-client relationship. Though nearly half of the areas of disappointment have to do with attempts to gain help from other agencies, most see the family's motivation rather than other agencies as the reason why they were disappointed. Few seem to blame themselves.

Family Agent Relationships with Other Agencies. The primary thrust of the Family Agents was directly with the poor and only secondarily with other agencies and with the center itself. The Family Agents acted to open a path to these other agencies through using the techniques of arranging and transporting family members to needed services. They also spent considerable time defending their families in their relationships with these agencies. In this role of an Ombudsman then, they were largely successful in gaining the services requested for their families, while at the same time maintaining good relations with the agencies. An exception to this success was in the area of education, where the Agents reported that the schools were the agency most apt to be uncooperative.

In their relations with the sponsoring agency, the Agents tended to spend a minimum amount of time, and that was spent primarily to get ideas, suggestions, direction. They functioned with considerable autonomy, and appeared to be quite comfortable with the degree of freedom, since only three felt that they needed closer supervision.

Part 4 - The Family Movement Scale

As one means for measuring changes which might be expected to occur among the families served by the Family Agents, the director of the project, in cooperation with the research director and with Family Agents, designed a series of scales to judge the movement in the family. The family movement scale was established in this preliminary form, submitted to Family Agents for their utilization and recommendation, modified according to the results of this feedback, and established in its final form in 1966.

Construction of the Scale. Forty Family Agents were asked to make descriptive statements about their own families and each of the families they worked with along twelve dimensions of family life.

These statements were typed on cards, and ten independent judges were asked to first sort the cards into separate categories, and then to rank the cards within each of these categories.

After the categorization step, those statements which were sorted into more than two categories were eliminated as ambiguous.

After placing the remaining cards in rank order, mean ranks and standard deviations for each item were computed. Two sets of items for each of the twelve categories were then selected in such a way that each item in each set was at least one standard deviation away from the next item in the category.

This then gave us two equivalent forms of the scales. Both forms were then distributed to thirty Family Agents who were instructed to rate one family on both forms.

The correlations between the equivalent scales of each form were used as a measure of reliability (these are essentially split-half reliability coefficients). Correlations ranged from .60 to .86, indicating to us sufficiently high reliability for its purpose, and Form A was adopted for general use.

Method

Each Family Agent was expected to complete a Family Movement Scale on each of the families served within a month of initiating service to that family. Each Family Agent was then expected to complete a Family Movement Scale of each of her families three months and six months after completing the first scale.

Each of the twelve sub-scales of the Family Movement Scale was presented as a column running from zero to 100 along which the Family Agent was expected to make a mark indicating her rating of that family on that particular sub-scale. Using a modified Guttman scaling technique, illustrative statements were placed at various points alongside the column. For the purposes of scoring the scale, the length in milimeters was measured from the bottom line (0) to the point at which the Family Agent made her rating mark. In the following paragraphs we shall briefly describe each of the twelve sub-scales which constituted the Family Movement Scale. The twelve sub-scales covered each of the following topics: nutrition and meals; clothing; exposure to information; housekeeping standards; health maintenance; community involvement and affiliation; orientation to time and to planning; impulse control; achievement motivation; relation to authority; relation to institutions; and dependency.

The sub-scale on nutrition and meals was calibrated at 4, 16, 28, 49, 61, 76, 88 and 100. At 4, the following statement was indicative of the behavior which might be rated low on the scale:

> *As there is no kitchen table, all meals are eaten helter skelter and food remnants are left on the living room floor. The children often go to the refrigerator and fix something for themselves to eat at odd hours. A lot of sweets are consumed.*

Midway on the scale at 49, was the following statement:

> *Adequate. Breakfast, lunch and dinner are served. Meals tend to be similar. Chopped meat, hot dogs, cheap food.*

Finally, at 88 on the scale, for nutrition and meals, the following statement was included:

> *Regular scheduled and well balanced meals served and eaten as a family group.*

The clothing scale varied from the low statement, *There were torn, ill-fitting, hand-me-down clothes*, to the statement at 94 on the scale, *The family wore clean clothes every day, etc.*

The sub-scale on exposure to information ran from a low which indicated almost total lack of knowledge or concern with what goes on in the community, to a high which included the presence of newspapers, magazines, books and trips taken by the family to the library.

With regard to housekeeping standards, at 1 on the sub-scale the indication was that there was no interest in keeping the house in good repair or clean. At 86 on the scale was the statement, *Much effort placed on maintaining a clean home, usually neat.*

Health maintenance ran between the extremes of poor health habits without medical or dental checkups and good health habits with both medical and dental checkups on a regular basis.

Community involvement and its affiliations were measured from the extreme of total uninvolvement with anyone except family and friends through school and political organization to good attendance by the family in political and social affairs on a local as well as a national and international basis.

To measure the family's orientation to time and planning, the Family Agent was provided with a scale which ran from the family's tendency to be unable to plan and to break appointments through the keeping of appointments with occasional lateness to good utilization of time and the keeping of appointments.

The sub-scale for impulse control recorded at 14 on the scale was the following:

> *Poor impulse control. When a little extra money happened to be available, it was immediately used to purchase new fashions for wife instead of putting it aside to cover food shortages. Husband is alcoholic. The children are refused soda and candy only when mother is absolutely broke.*

At the other end of the scale was the comment, *Excellent control, shows much restraint in terms of credit buying, emphasis on cash purchases.*

The sub-scale on achievement motivation considered that prime motivation would be measured by the children's wanting good grades in school, studying for the grades at home, and realizing that this was the only way to succeed. At the other extreme on the achievement motivation scale is the absence of motivation and the absence of striving toward achievement, trying only to keep out of trouble with the law.

In the sub-scale which measured relation to authority, the statement on line 13 indicated that the family expected to be defeated or to be the loser in the relationship with authority. At 92 on the scale the indication was that the family showed good attitudes toward the schools, attended religious services regularly and showed respect for law and the social order.

With regard to the family's relationship to institutions, low on the scale was the family's suspiciousness, wariness and hostility toward institutions. High on the scale of relations with institutions was the family's general respect for role and position.

Family dependency was the final sub-scale of the Family Movement Scale and considered one extreme of the family's doing nothing of their own accord, even sitting by when all the services were used waiting for public agencies to help them. At the end of the scale which represented greater independence, the family was then expected to show effort towards independence and to take initiative on its own behalf.

Although the scale had been developed in consultation with persons who served as Family Agents, and the descriptive statements were derived from them, there was considerable resistance by the agents applying this scale.

A methodological complication enters into our picture of the analysis of the Family Movement Scale insofar as we have no comparable perceptions of family movement made by raters other than the Family Agents themselves, nor did any Family Agent rate the family movement of another Family Agent's family. Thus we must rely on the Family Agent's own perception of the status and the change in status of the family for which she had responsibility.

Furthermore, while each of the sub-scales provided written directions and descriptions for the Family Agent's judgment, the scales were presented in such a manner that the Family Agent's own style of judgment may have entered into her rating. The data do not permit adjustment of the Family Agent's rating on any particular sub-scale in keeping with the peculiarities of her normal style in making linear judgments.

Results

Family Movement Scales were administered to 16 Anglo-American families, 21 Negro families, and 19 Mexican-American families by their individual Family Agents. The second administration of the scale was conducted three months after the first administration. Some of the families were also rated a third time by their Family Agents. Because none of the scales indicated significant shifts between the first and third administrations, these data are not reported in the accompanying table. The data were analysed according to the family's ethnicity, scale by scale, and finally with regard to all twelve scales. The chi-square statistic was used to determine the significance of difference with regard to those families which showed a gain in family movement and those families which showed either no gain or loss.

On only one sub-scale was there a significant difference among ethnic groups. With regard to their orientation to time and to planning, Mexican-American families demonstrated a loss in this dimension (.05 level).

When the total gains for all twelve scales were recorded and the ethnic groups compared, the following results were significant at the .05 level: Mexican-Americans tended to gain most, Negro-Americans gained somewhat, and Anglo-Americans lost as far as movement was concerned between the two administrations of the family movement scale.

FAMILY MOVEMENT SCALE - MEAN SCORES

	Mexican-American		Negro		Anglo	
	[A]	[B]	[A]	[B]	[A]	[B]
Nutrition	9.87	11.52	10.28	10.74	10.73	10.38
Clothing	8.48	10.66	10.25	11.00	9.42	10.46
Information	6.61	9.17	8.69	9.29	8.12	9.13
Housekeeping	8.97	10.34	9.50	10.47	9.73	9.42
Health	9.97	12.24	11.74	12.27	12.69	12.17
Involvement	4.87	7.00	5.39	6.65	5.58	6.38
Time & Planning	10.45	11.21	11.19	11.24	11.04	11.08
Impulse Control	10.03	10.72	10.74	11.12	10.80	10.09
Motivation	8.23	8.66	7.66	8.68	9.32	8.86
Authority	11.16	11.10	11.11	11.26	13.35	13.05
Institutions	10.35	11.28	11.14	11.62	12.65	12.95
Dependency	9.03	10.52	10.31	10.97	10.08	10.41

Key:

[A] - 1st Administration

[B] - 2nd Administration

The next analysis we made considered differences within each ethnic group according to their scores on the Family Movement Scales. Neither the Anglo or Negro families demonstrated any significant differences between sub-scales. As far as the Mexican-American families are concerned, however, a difference did occur at the point .10 level of confidence; Mexican-American families appeared to gain in their exposure to information, their health maintenance, their housekeeping standards, and their orientation to time and to planning, but they also appeared to lose in their achievement motivation between test administrations.

Finally, we considered the comparative percentages of gains for all three ethnic groups on all twelve scales of the Family Movement Scale. The chi-square exceeded the .01 level of significance. Differences among the ethnic groups were primarily attributed to the gain which Anglo-Americans demonstrated in achievement motivation while Mexican-Americans were perceived as having lost in achievement motivation between the two test administrations. Secondarily, Mexican-Americans appeared to gain in their orientation to time and planning while Anglo-Americans appeared to lose in this same dimension between the two test administrations. There were also some apparent differences in the area of housing, in which Mexican-Americans appeared to improve in their housekeeping maintenance. Mexican-Americans gained in exposure to Information, while Negroes appeared to lose between test administrations. These differences in housing and information, however, did not contribute nearly as much to the value of the chi-square as did the previously reported differences in motivation and orientation to time.

Discussion

Methodologically, it is important to continue work in the development of scales to measure changes in families who receive aid. Form "A" of the Family Movement Scale should be considered a first approximation toward this goal. The Family Movement Scale considers twelve different dimensions of family life. Some refinement is necessary, however, in the definitions which are used within each scale and according to which the rater makes a judgment about the family. It might also be important to develop the Family Movement Scale in such a way that it might be used by a family to evaluate itself and to measure its own movement, perhaps to contrast to the ratings and perceived movements as seen by the Family Agent.

The data with regard to gains or no gains as perceived by the Family Agents who used the Family Movement Scale reflect in general a perception of slight gains within the Mexican-American families and some losses within the Anglo-American families. The Mexican-American families appeared to have gained in their orientation to time and planning, while the Anglo-Americans lost in the same dimension, but we do not know whether to attribute this to a real change on the parts of the families themselves or to a problem in setting the "baseline" on the part of the Family Agents who recorded their perceptions. Likewise, the gain in achievement motivation on the part of Anglo-American families as perceived by Family Agents and the attendant loss in such motivation on the part of Mexican-American families may represent a real difference as a matter of time and may on the other hand be attributed to the agent's initial perceptions of achievement motivation in these two poverty populations. We are inclined to attribute these differences in orientation to time and achievement motivation to the families themselves rather than to the difference between the means of the agents' initial ratings in regard to these ethnic groups and these scales. This absence of a significant difference in initial ratings leads us to assume that the Family Agents did not use different scales of judgment in making their initial ratings of Mexican-American and Anglo-American families.

Overall Changes

When the means for all the subscales were summed, the following was found:

Sum of Mean Scores ($\bar{X}_m$)

Three Administrations - 3 Month Intervals

Administration	N	$\bar{X}_m$
A	40	89.8
B	97	95.3
C	93	102.6

It is difficult again to assess how much of the positive change perceived by the Family Agents was a function of the Family Agent's own perception of the situation, colored by her investment in the situation, and how much was due to an actual improvement in the family.

However, a halo effect does not occur, in that more change is seen as occurring in some families than in others, and on some subscales than others. Thus it appears, that at least some of the preceived change may be attributed to actual improvement in the family.

Further, we find that the six month difference (C-A) was +10.11. The change for the initial three months (B-A) accounted for 4.87 of this difference, and the second three months change (C-B) for 6.59 of the total difference.

Thus, it appears that the overall changes in the family were in a positive direction, and that furthermore, the rate of positive family movement accerlerates as a function of the length of service.

Part 5 - Demographic Characteristics of Family Agent Applicants

In this section we are primarily concerned with the demographic charactéristics of Manpower. We are interested in finding out three things:

1. What are the characteristics of sucessful Family Agents?
2. Did the applicants at the onset of the program differ significantly from those who applied later?
3. Is there a sufficient pool of people in the community with characteristics similar to those of successful Family Agents to make it feasible for programs such as these to be duplicated?

A total of 322 persons applied for Family Agent positions over the period in which the program operated. Applicants were interviewed by the Director of Selection and Training, and a total of 137 or 41% were accepted for training. Of these 137,

- 17 dropped out before training
- 33 were never called for training because of inadequate funds to assure their placement
- 87 were trained

Of the 87 people who went through the training program:

- 16 withdrew at the end of placement, feeling they did not want an assignment
- 3 were terminated by the training staff as inappropriate

Thus, 68 or 21% of the total number of persons applying were assigned as a Family Agent. Continuing in the program during the last half year of the two year demonstration project were 40 of the 68 persons trained as Family Agents. Therefore, the percentage of Family Agents currently in the program as of May 1966 was approximately 11% of the total of all applicants, or 30% of all applicants who were considered as acceptable for Family Agent training, or 59% of all applicants who had been placed as Family Agents.

We compared factors of Age, Marital Status, Ages and Number of children, place of residence, educational level, previous volunteer experience and socio-economic status of those applicants who were not accepted, with those who were accepted but not placed, placed but discontinued, and those who remained until completion of the project.

Age. Women who were likely to become Family Agents fell between the ages of 26 and 40. While some women over 56 applied for the program, were accepted and trained, and remained as Family Agents, women under 25 were less likely to become Family Agents and, if accepted, to remain as Family Agents.

	No Answer	Under 25	26-40	41-55	56 Over
Not Accepted	8	20	33	28	11
Accepted - Not Placed	14	20	40	18	8
Placed - Discontinued	0	14	61	21	4
Continuing	5	5	45	35	10

Marital Status. Women were accepted as Family Agents who were married, divorced, widowed, and single. Those who remained in the program until its end were more likely to be currently married.

	No Answer	Single	Divorced	Widowed	Married
Not Accepted	3	27	8	6	56
Accepted - Not Placed	3	25	9	5	57
Placed - Discontinued	0	29	0	7	64
Continuing	0	5	5	2	78

Age and Number of Children. When we examine the outcome of applicants in terms of the ages of their own children, it appears that those most likely to become and remain Family Agents have children of their own who are between 6 and 12 years old.

	No Answer	None	One	Two	Three +
Children Under 5 Years Old					
Not Accepted	14	74	8	4	
Accepted - Not Placed	3	68	20	9	
Placed - Discontinued	0	68	21	11	
Continuing	5	62	25	8	

	No Answer	None	One	Two	Three +
Children 6 to 12 Years Old					
Not Accepted	13	59	14	11	3
Accepted - Not Placed	3	63	20	8	6
Placed - Discontinued	0	64	21	14	
Continuing	8	45	30	18	
Children 13 to 18 Years Old					
Not Accepted	14	60	13	6	3
Accepted - Not Placed	3	68	18	9	2
Placed - Discontinued	0	64	19	11	
Continuing	10	52	8	22	8
Children 19 Years Old and Over					
Not Accepted	15	64	10	8	3
Accepted - Not Placed	3	78	11	6	2
Placed - Discontinued	0	86	7	4	4
Continuing	8	67	20	2	2

Residence. While all but one of the Family Agents lived within seven miles in radius to the north and east of the project office, which was in the southwest corner of the four square mile service area, almost all of them were seen as "outsiders" by the cramped dwellers in the ghettos. For this reason, intensive efforts were made to find applicants from the ghettos - and particularly from the ten square blocks of the Negro ghetto. Twenty-five percent of the ghetto applicants who were accepted did not come in for training. Many of these accepted employment in other anti-poverty programs which paid better salaries and which offered full time employment. Since talented minority group members are in short supply in this area - where 10% of the adult population have high school diplomas - we were instrumental in finding well paying full time jobs in other programs for the likely candidates we found. On the whole, it did not appear that place of residence or distance was a relevant factor in continuation in the Family Agent role. In the table below, the geographic areas listed are progressively farther from Venice as one goes from left to right in the table.

	Venice	Santa Monica	West L.A.	Valley
Not Accepted	7	11	68	24
Accepted - Not Placed	25	9	46	20
Placed - Discontinued	11	11	64	14
Continuing	8	8	62	22

Education. The women who became and remained Family Agents were likely to have a college degree, but not likely to have a graduate degree.

While we received applications from people who had graduate degrees, they tended to be seeking administrative posts, and even when accepted, tended to drop out.

While their academic majors varied considerably, the largest group of applicants, acceptees, and Family Agents had majored in the social studies and humanities as undergraduates.

Not surprisingly, these undergraduate fields have also been the largest sources of both Peace Corps and VISTA Volunteers.

	No Answer	High School	H.S. Grad.	College	College Grad.	Grad. School	Grad. Degree
Not Accepted	5	1	5	28	42	3	16
Accepted - Not Placed	9	3	3	38	28	3	15
Placed - Discontinued	4	4	11	25	46	7	4
Continuing	5	0	0	18	57	18	2

Previous Volunteer Experience. The applicant's prior work as a volunteer was apparently related both to acceptance in the program, and, if accepted, to their longevity as a Family Agent. Twenty-eight percent of the persons rejected and thirty-five percent of those who, though accepted, went no further had no prior volunteer experience.

	Number of Organizations			
	None	One	Two	Three or More
Not Accepted	28	23	23	26
Accepted - Not Placed	35	22	29	14
Placed - Discontinued	14	32	36	18
Continuing	10	30	12	48

On the other hand, 48% of the women who stayed with the program to the end had worked as volunteers in three or more organizations prior to becoming Family Agents.

Some of the women expressed their belief that this was a logical progression - that their prior volunteer work prepared them to do the job of Family Agents - and that the role of Family Agent, in turn, was helping them discover whether they wanted to go on to graduate work or to a full time job.

Socio-Economic Status. A great deal of rhetoric has filled recent literature on the importance of the difference in socio-economic status between client and worker in effecting communication between the two.

On the one extreme is the position that "only a poor person can communicate with a poor person" - a position which is taken to justify the employment of the poor as neighborhood aides and social work aides.

Our position has been that the "blind are not the most effective leaders of the blind" - that the effectiveness of the Family Agent lay in large part in the fact that, as a successful practitioner of the larger culture she could be effective as a teacher and diffuser of the culture among the poor.

Because the recompense of the Family Agent barely covered her out-of-pocket expenses, and because the job offered no social status or public recognition rewards, it seems reasonable to assume that the primary reinforcement for staying on the job was a belief that they were being effective.

We examined Family Agent applicants for acceptance and longevity in terms of socio-economic status, as classified by Bogue.[1] There appear to be no relationships between socio-economic status and outcome that would either aid in selection or support the notion that middle income people would be rejected by the poor to an extent that would make higher income people leave the program.

	NA	Lowest	2	3	4	5	6	7	8	Highest
Not Accepted	2	1	0	1	4	18	43	22	1	8
Accepted - Not Placed	5	0	2	8	6	20	31	20	0	9
Placed - Discontinued	0	4	0	7	0	14	36	21	4	14
Continuing	0	0	0	0	0	15	45	25	0	15

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[1] BOGUE, D. J., *Skid Row in American Cities*, Community and Family Study Center, University of Chicago, 1963.

Reasons for Termination. Twenty-eight Family Agents resigned or were terminated before the program ended.

- 3 were terminated for unsatisfactory work
- 3 resigned because they disliked the work
- 3 moved to another city
- 5 resigned because of pregnancy or a change in their own home situation
- 11 resigned to take a full time job
- 2 enrolled in a graduate school of social work.

Thus, even for those who do not remain as Family Agents, the program seems to offer a way back into the manpower pool for a considerable number of women.

Termination as a Function of Experience in the Program. Family Agents were hired and assigned throughout the duration. As shown below, those who discontinued were most likely to do so during their first six months. Those who continued and were active until the end of the program were as likely to have been there for six months as for a year or a year and a half.

	Months as Family Agents (in Percentages)			
	1 - 6	7 - 12	13 - 18	19 or More
Discontinued	79	11	10	0
Continuing	12	28	32	28

Public Awareness and Applications. Before January of 1965, the Federal War On Poverty received little attention in the Los Angeles press. The big conflict about control of the program in Los Angeles County became a matter of widespread attention at the turn of the year. Another shift in public information occurred in June of 1965.

While the Watts Rebellion did not explode until August, symptoms of unrest coupled with very open conflict between civic and political leaders in the County were receiving daily attention in the newpapers. Coupled to these County-wide events were two significant events relating to this project.

In December of 1964 the Los Angeles Times published a full page story about this project.

In May of 1965, local papers covered the award of our first demonstration grant; the opposition to it from the local CAP and a landowners organization, and the widespread support it received from people in the ghettos who walked to the newspaper offices and wrote letters in support of the project, created considerable public attention.

We wondered whether these changes in the public climate and information would bring different kinds of applicants to us.

Comparisons of applicants for each of these three periods are presented on page 205 (Table I).

The data indicate that fewer people were rejected for training after June 1965 than in either of the other two periods, due primarily to increased funding and program growth.

Information on the percentage of females on the samples is self explanatory in Table I. The data on age likewise suggests the greatest percentage of women between 26 and 40 applied in the first stage of the program in 1964. The information on marital status show relatively no differences as a function of time, nor do the data on the number of children of different ages indicate anything of systematic importance toward an understanding of the Family Agent Program.

With reference to the locality from which Family Agents were likely to come, it is interesting to note that the greatest percentage came from the West Los Angeles locality early in the development of the program, before January 1, 1965, and that this tapered off in the next two phases. This may be explained as a quite natural development in so far as many of the people who initially entered the program heard of it by word of mouth from the key Pacfic Community Center staff who themselves resided in West Los Angeles. A similar explanation may be offered for the increase in persons coming from the San Fernando Valley in the latter phases of the program.

The people applying for the program before January 1965 were likely to be college graduates. As the program progressed, people were likely to apply who had attended graduate school or who had received graduate degrees. Thus, we have a slight escalation in amount of education from the initial toward the later stages of the program. No systematic differences were found in their field of college majors, however.

It is interesting to see that the greatest percentage of persons showing interest in the Family Agent Program with volunteer experience in three or more organizations appear at the initial phase of the program. There does not seem to be a systematic difference with regard to the information we have about the socio-economic status of persons applying to the program at different times in its history.

The information we were able to gather about the reasons for leaving the program do not appear to differ as a function of time. Finally, the number of months in the project is a direct function of the time at which persons entered so that the rate of continuation was similar for the duration of the program.

CHARACTERISTICS OF APPLICANTS TO FAMILY AGENT PROGRAM DURING THREE PERIODS OF TIME

(Expressed in Percentages)

Category Key:

1. Before January 1, 1965
2. Between January & June, 1965
3. After July 1, 1965

	Total Number	Percent
1.	29	26
2.	47	42
3.	34	32
	110	

Prospective and Actual Family Agents

	Applied	Accepted	Trained	Continuing
1.	45	3	14	38
2.	49	4	17	30
3.	35	0	20	44

Sex

	Female	Male
1.	100	0
2.	82	0
3.	85	0

Amount of Education

	No Answer	High School	H.S.Grad.	College	Coll.Grad.	Grad.School	Grad. Degree
1.	10	0	0	24	52	14	0
2.	2	2	6	32	38	4	15
3.	6	3	6	26	35	9	6

Major Field of Education

	No Answer	Soc.Stud.	Human.	Educ.	Science	Law	Other
1.	10	34	17	17	3	0	17
2.	8	38	11	23	0	2	17
3.	15	32	29	15	0	0	9

Social-Economic Status

	No Answer	Lowest	2	3	4	5	6	7	8	Highest
1.	0	3				17	34	31	14	
2.	2	0	0	4	6	23	38	15	11	
3.	3	0	0	9	0	15	32	20	[illegible]	18

Age

	No Answer	25 Under	26-40	41-55	56 Over
1.	3	0	62	24	10
2.	8	23	40	23	4
3.	9	9	41	35	6

Marital Status

	No Answer	Single	Divorced	Widowed	Married
1.	0	17	7	0	76
2.	0	19	4	4	72
3.	3	15	12	6	65

Children

Under 5 Years Old

	No Answer	None	One	Two	Three +
1.	3	55	31	10	
2.	2	74	13	11	
3.	3	65	26	6	

6-12 Years Old

1.	3	48	28	17	3
2.	2	66	28	2	2
3.	6	56	20	18	

13-18 Years Old

1.	7	66	14	10	3
2.	2	60	13	21	4
3.	6	65	15	12	3

Over 19 Years Older

1.	3	79	7	7	3
2.	2	79	13	2	4
3.	6	70	18	6	

Residence

	No Answer	Venice	Santa Monica	West L.A.	Valley
1.	0	3	3	76	17
2.	0	17	6	60	17
3.	3	18	12	41	26

Volunteer Experience

	No Answer	One Yr.	Two Yrs.	Three Yrs./More
1.	10	38	14	38
2.	28	26	28	23
3.	26	26	24	24

Months in Pacific Community Center

	None	1-6	7-12	13-18	19-More
1.	0	21	24	14	41
2.	4	53	8	34	0
3.	3	62	35	0	0

Discussion: Demographic Findings

With manpower as our first concern, what was learned? First, one of every eight persons who applied for a position as a Family Agent was actually serving in that position during the last six months of the two year program. Roughly one out of five persons who had ever applied for such a position had also been trained and served during the two year period. We consider that a 20% yield for a new program such as this is indicative of the possible manpower resources which continue to reside in the community. In other words, we might expect that a program such as the one that has been described could continue to find replacements for Family Agents who left the program for whatever reason; or to take another perspective, that a program similar to this could be initiated in another locality by drawing upon the same existing manpower resources. In very simple language, there seems to be a lot of women similar to those who were successful as Family Agents who live in the community at any time and who might be encouraged to apply for training and serve in the capacity of Family Agents.

With regard to the flow of such a program over time, there seems to be very little systematic change which cannot be explained by common sense. For instance, age, locality of residence of applicants, education, and socio-economic status of persons entering the program at its onset approximate very closely the characteristics of those persons who initiated the project.

With reference to criteria for selection, we think we have evidence which indicates some difference between persons who become Family Agents and continue to serve as Family Agents and applicants who do not achieve this status. The Family Agent appears to be a woman between the ages of 26 and 40 or somewhat older, but not 50 years of age, currently married with school age children, whose interest in the program is more important than the locality of her residence. She has graduated from college, has served as a volunteer in three or more organizations and tends to persist in what she sets out to do. These characteristics suggest we are working with or looking for a person with energy, goal direction, demonstrated responsibility, who has completed her education and wants to make use of her talents. These criteria are suggestive on the one hand, but relate to manpower on the other, because we may expect to find many such women among the population of any great metropolitan complex.

Summary

Of 322 applicants for Family Agents positions, 87 received training, and 68 were placed as Family Agents. Forty were still Family Agents at the end of the project. Considering both manpower for a Family Agent Program and criteria for success in the program, we conclude that there is a sufficient number of educated, energetic and mature women within the city and its suburbs to replicate the manpower for a Family Agent Program many times over. One of every five applicants may be expected to become a Family Agent and one of every eight applicants may be expected to maintain that role after training for twelve months or more.

Part 6 - Personality Characteristics of Family Agents

What are the personality and related characteristics of Family Agents?

Did the screening procedures used with Family Agents result in any general personality types, and was it effective in eliminating grossly abnormal candidates?

To make these determinations, a number of scales were administered to both the working Agents and to a control group of unselected volunteers doing similar work in another poverty area. The scales administered included the MMPI, the IPAT, an aptitude questionnaire, a specially developed questionnaire, and the Tompkins Polarity Scale.

In spite of the fact that confidentiality of test information was guaranteed, there was some resistance on the part of some of the women toward taking these tests for two reasons. First some of the scales were introduced after the workers were on the job, and they did not feel that the research was related to their work. Second, the scales were administered at the height of the public discussion about the use of personality tests for purposes of screening personnel. Questions were raised as to whether these tests were an invasion of privacy and civil liberties. There was the general feeling among many of the minority group workers that tests tended to discriminate against their members. Despite interpretations of the psychologist, some women refused to take the tests. However, a sufficient number of women in both groups acceptably completed the MMPI for us to report on the data.

Method. The MMPI was administered to 37 Family Agents and 20 unselected, unreimbursed volunteer case aides of similar socio-economic backgrounds in another poverty area program. The clinical psychologist then reported brief interpretations on an individual basis to each woman if requested. All of the scales were utilized in this interpretation.

Three types of analysis were done:

A. An analysis was made from the profiles derived from the total MMPI Scales.

B. An analysis was made of the two Grace Scales on Dominance and Social Responsibility.[1]

C. A further attempt was made to develop six sub-scales from the MMPI which might be used to determine the customary style or approach which Family Agents used in their work with the poor. The analysis of these scales was made under the direction of the research director, and the method used was to score the MMPI's in six major directions of interest:

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[1] GRACE, Harry, *Dominance and Social Responsibility Scales for the MMPI*, Unpublished, 1966.

1. Interest in inventing things
2. Interest in producing things
3. Interest in influencing other people
4. Interest in being of service to other people
5. Interest in taking a logical view toward the world, and
6. Interest in originating ideas.

These six scales were then analyzed and only those items used which discriminated high scorers from low scorers. Each individual MMPI was then rescored against the item analysis and the Family Agents were compared with the control group. These results are reported in the next section.

Findings:

Minnesota Multiphasic Personality Inventory (MMPI). After scoring, the MMPI profiles, identified only by code, were given to the clinical psychologist for "blind" interpretation and sorting. When dichotomized into "probably abnormal" and "probably normal" groups, only 60% of the control group fell into the "probably normal" category, while 95% of the Family Agents were classified as "probably normal".

	N	Control	N	Family Agents
Clearly Abnormal and Probably Abnormal	8	40%	2	5%
Clearly Normal and Probably Normal	12	60%	35	95%

When trichotomized, this same relationship between the groups still held:

	N	Control	N	Family Agents
Clearly Abnormal and Probably Abnormal	8	40%	2	5%
Broadly Normal	8	40%	21	55%
Clearly Normal and Probably Normal	4	20%	15	39%

After examining the profiles, the clinical psychologist reported that:

> *Clearly, there is a higher percentage of abnormal types in the volunteer control group and a lower percentage of normal types in this group. As a group comparison, the types of abnormalities are also different. The volunteer group . . . tends to be hysterical and shy - the Family Agents have more tense, angry and rebellious people, as well as people who show more discretion.*

The only statistically significant group differences from the norm were in the Hy (Hypochondriasis) Score, in which the control group scored higher, and the Si (Social Relations) Score, in which the Family Agents scored lower than the norm.

The Dominance and Social Responsibility Scales. These scales indicated no significant difference within either scale, though the Family Agents tended to score higher on dominance and lower on social responsibility than the control group of volunteers, but neither of these approached significance. On the other hand, when the dominance and social responsibility scales were combined into a four-fold table, significant differences appear between the Family Agents and the control group in each section of the table.

The control group scored low in dominance but high in social responsibility, and the Family Agents scored more frequently high in dominance regardless of their social responsibility score.

		Social Responsibility					
		Agents		Control	Agents		Control
Dominance	High	30	>	17	35	>	17
	Low	24	>	22	11	<	44

Discussion:

The findings that the Family Agents are less involved with hypochrondriacal problems than the control, may be related to the fact that they also pay less attention to their relationships with things than do the control group.

The finding that the Agents tend to avoid social relations (Si Scale) more than do the volunteers requires some explanation. The items in this scale are loaded in the direction of general services to people on a continuing basis. Though the Agents scored low in their interests in social relationships, more than 2/3 of them scored high in social responsibility on the Grace Scale of Dominance and Social Responsibility. This coupled with the information that the Family Agents as a group tended to be more rebellious, might lead to the assumption that these women were motivated toward changing society, and saw the role of being of service to people as a means towards this goal.

Perhaps the most interesting data in personality characteristics comes from the Dominance and Social Responsibility Scales on the MMPI.

The responsibility dimension as indicated in Table shows that 2/3 of the Family Agents who were low in dominance were also low in social responsibility. However, nearly half of the highly dominant Family Agents are also high in social responsibility as are the control group where the split is exactly 50/50.

The Family Agents appear to be more independent in their relationships with people, while the control groups seems more influenced by their feelings of social responsibility than their feelings of dominance. This is in keeping with the finding that the Family Agents are less likely to be interested in taking a logical or dogmatic viewpoint toward the world.

Conclusions:

If the Family Agents do, in fact, come from the same general population as the control group, then some of the differences found must be attributed to the recruitment, selection or training procedures.

It would appear that the screening procedure, essentially an interview technique, was effective in selecting an almost entirely "normal" personality type of Family Agent. Further, these procedures tended to eliminate more of the hysterical types of personalities, and to select more of those women who were rebellious, though generally discreet people.

Both the control group and the Family Agents were showing their concern with the welfare of others in their work. However, there was a significantly greater likelihood that the Family Agents would show an independent attitude expressed as social dominance without being less socially responsible. It appears that the Family Agents could be distinguished from the control group in that they were usually more concerned with making in input of their energies and attitudes, while the volunteers were more concerned with having a social outlet.

Section B - Crisis Intervention Service

Because the project began receiving a variety of calls and walk-ins for emergency help, both from individuals in the community and from other agencies who were not able to meet the needs, a Crisis Intervention Service was initiated and operated for the last seven months of the program. Its purpose was to make available some immediate relief for immediate problems. The program planned to:

1. Find agencies to which to refer people for emergency help and to follow through on such referrals.

2. Give temporary assistance or service when no appropriate referral was available.

3. Make continuing efforts to develop volunteer resources within the community to deal with those situations not requiring the services of public or private facilities or resources.

Staff: The program was staffed by two Family Agents and a Vista volunteer all working part time under the supervision of the Director of the Crisis Intervention Service who also headed the Remedial Reading and Tutorial Service. These staff members had received training and were knowledgeable of and experienced in working with community resources.

Procedures: As requests for assistance came to the agency, a crisis intake form was filled out and a worker immediately verified by telephone or personal visit that a valid emergency did exist. The worker then took whatever action was necessary to provide immediate assistance to the case and followed up to see that the problem was resolved.

Requests: A total of 77 crises cases were processed during the seven months of operation. Of these, 30 were referred by other agencies, 18 from within the Pacific Community Center, 15 were self-referred and 14 were referred by other residents of the area.

About half of the requests were for help with one problem, the other half for assistance in more than one area. The crises were as follows:

Financial Assistance	40
Transportation	23
Medical Assistance	22
Counselling/referral	15
Locate housing	3

Immediate financial help was available in two forms: small grants of money to pay overdue rent, pay for transportation to jobs or needed services and for fresh food such as meat or milk. The other financial help consisted of a supply of food and clothing kept at the center for emergency purposes. After the immediate food or money crisis was met, and, if long term financial assistance was needed, contact was made with the Bureau of Public Assistance or some other financial aid agency, and the case was followed until assistance was received. For those not in need, or ineligible for public assistance, referral to employment agencies or opportunities was made. These cases included some families who were without funds due to sudden unemployment or physical disability, several recent arrivals to the area who were in search of employment and totally without funds, and a young mother with two infants who had been abandoned by her husband and was awaiting processing for public assistance. Those cases referred from within the agency were generally young people who needed transporation funds to get to places of employment.

The second most frequent request for assistance was for transportation to some service outside of the community; these requests were generally made from within the agency or by another agency. Such cases included elderly people, those with physical handicaps or disabilities, mothers with many young children who were not able to get to needed appointments. When requests for transportation could be handled by giving money for public transportation, they were. When this was not possible, transportation was provided by the crisis worker. About a third of the requests were for assistance in handling Medical Emergencies, which included children needing immediate care for injuries, sick children or adults who needed referrals and transportation to medical care facilities, and some requests from individuals who were not aware of existing low-cost medical facilities. These emergencies were met by finding appropriate resources, transporting and following up on the referral to see that appropriate care was received.

Fifteen crises cases were seen where the person needed counselling or referral. These cases included people who had received traffic tickets and did not know how to deal with them, a frantic mother whose teen-age daughter was a narcotics addict and who had no knowledge of community resources, a wife whose husband beat her, a man who did not speak English and who had received a letter from a collection agency which he could not read, and a young unwed mother whose parents refused to let her live at home.

One of the cases referred for housing problems was a family who had been evicted by the landlord, the other two were young unemployed and homeless men.

Three cases are here presented for illustrative purposes.

Disposition of Cases

Of the 77 cases, 76 were accepted and processed; the one not accepted was a request for financial aid, and a visit to the home did not confirm the financial need. Thirty four of the crises were dealt with entirely by the crisis worker and the resources available within the Pacific Community Center. These resources, in addition to the emergency food and money, included the transportation services of the crisis workers, the advice, counselling and interpretation of the worker, and referral to other programs of the agency, such as employment or Family Agent. Twenty of the cases involved referral to another agency, including contact with that agency, transportation to and follow through to ensure delivery of services. These were primarily requests for medical services.

Twenty-two of the cases utilized both the resources of the Pacific Community Center and a referral to outside agencies. Most of these included emergency financial aid followed by one or more of the following: contact with the Bureau of Public Assistance for continuing aid; contact and referral to a Mental Health Clinic, medical program or legal services; contact and referral to the Police, District Attorney or other governmental agency.

The average time invested in a crisis case, from intake to resolution, was six hours, with a range from one to twenty-one hours. This totaled about 66 hours of crisis service, not including supervisory time, which would indicate that the community is in need of at least one full time crisis worker. The average financial grant made was for $5.00, and the range was from $1.00 to $58.50. It had initially been feared that once any kind of financial assistance was instituted through the project that there would be a rush of requests. Although requests for financial assistance were the most frequent cause for referral, such requests were by no means overwhelming, and as previously mentioned, all but one such request was found to be a valid fiscal emergency. This may be, in part, because the project had previously been known only as a service program, and because financial and staff resources were limited, no attempt was made to make the community generally aware of this added service.

It was almost unanimously felt by both the staff and the recipients that the crisis service met a very real need in the community both for the residents, and as a support program for other agencies. At the expiration of the grant, the Crisis Intervention Service was assumed by Family Service of Santa Monica as a continuing program.

Case I

PACIFIC COMMUNITY CENTER
A Demonstration Project of the Neumeyer Foundation

CRISIS INTERVENTION REPORT

Name: Mrs. Rodriguez Date: 4/4/66 Time: 1:30 PM

Address: Telephone:

Referred By: Name: Neighbor
Address:
Telephone:

Type of Emergency: Multi-problem

Reason:

Divorced mother with three small children, was living with mother, had argument and left, has no place to sleep. Needs financial assistance, clothing for children.

Immediate Need: Housing most urgent.

Disposition:

Took to BPA to apply for assistance; found apartment immediately available; gave $5.00 cash and food; took mother to St. Matthews for clothing for children.

Date:

Total Time: 16 hours

Crisis Worker

Case II

PACIFIC COMMUNITY CENTER
A Demonstration Project of the Neumeyer Foundation

CRISIS INTERVENTION REPORT

Name: Mrs. Jane Jones Date: 3/28/66 Time: 11:30

Address: Telephone:

Referred By: Name: Police
Address:
Telephone:

Type of Emergency: Financial

Reason:

Husband in jail, six children, has applied for assistance from BPA, is awaiting check. Three children lack shoes for school.

Immediate Need: Food

Disposition:

Took food; called BPA to arrange for emergency aid, granted. Contacted PTA and took Mrs. Jones for shoe vouchers; bought shoes for children.

Date:

Total Time: 6 hours

Crisis Worker

Case III

PACIFIC COMMUNITY CENTER
A Demonstration Project of the Neumeyer Foundation

CRISIS INTERVENTION REPORT

Name: John Doe Date: 4/27/66 Time: 11:00

Address:

Referred By: Name: Self
Address:
Telephone:

Type of Emergency: Medical-financial

Reason:

Mr. D. broke his leg and is unable to work; lives alone and has no food in house.

Immediate Need: Food, transportation of hospital.

Disposition:

Took food; arranged for temporary assistance from BPA pending continuing assistance. Took to UCLA Medical Center for three visits. Found small radio and magazines for Mr. D. who is completely isolated. Five follow-up visits.

Date:

Total Time: 11 hours

Crisis Worker

Section C - Remedial and Self-Instructional Programs

The prevalence of illiteracy in our target population was so high as to make instruction in reading an early major goal.

Of the adult poor, we estimated that only 10% had graduated from high school and that at least a third had achieved less than fifth grade reading skill.

This lack of skill - which we saw reflected in the paucity of reading matter in homes and the intermittent school attendance records of the children - suggested that instruction in reading was needed by people of all age levels in the target population.

Previous concern with this problem taught us that a simple expansion of adult education classes - whether at a public school or elsewhere - would not meet the literacy needs of the adolescent and adult illiterates. We found that they were so ashamed of their lack, and so fearful of further failure in a school situation, that they would not enroll in classes. To do so would be to proclaim their illiteracy, to risk further failure, and to lose even more of their limited self esteem.

An early attempt to build remedial reading around such topics as child care, home repair, driver training, and a "charm course" was abandoned because the enormous range of prior skill among the participants required a materials-preparation program beyond our capacity.

We learned from this that we would need to proceed with literacy activities which were centered around individuals; and toward this end, developed a tutorial program and began at the same time to explore the application of self-instructional and programmed techniques to the problem of literacy.

This report describes first, our tutorial experience, and second, our work in the field of programmed instruction.

1. *THE TUTORIAL PROGRAM*

A trial group of thirty adolescents were tutored by a variety of means during the summer of 1965. Various remedial reading materials were purchased, and student reaction to the materials and methods were evaluated by a group of professionally skilled remedial reading teachers. On the basis of student response, an after-school program was designed for the fall and spring of 1966, a selection of materials was made, and a training program for tutors was established.

a. *Personnel*

Three experienced remedial reaching teachers working part-time, supervised fourteen tutors. Seven of these were UCLA students employed under the Work-Study Program of the Office of Economic Opportunity, three were adult volunteers, and four were VISTA volunteers. All were trained in the use of the programmed material by the supervisors who continued to supervise and administer the program.

b. *Students*

(1) *Population*

A total of 109 individuals were tutored during the year at the tutorial center, broken down as follows:

19 - tutoring with arithmetic
9 - help with homework
6 - English for the Spanish speaking
75 - reading, of whom 71 were youths and 4 were adults.

(2) *Ethnicity*

	Anglo	Mexican-American	Negro	Total
Reading	17	36	22	75
Arithmetic	6	7	6	19
Other	3	9	3	15
Total	26	52	31	109

TABLE 1

(3) *Characteristics*

Excluding the four adults and the fifteen youngsters who came in for help with homework and English, the entry data on this group are as follows:

	N	Age Range	Mean Age	Entering Grade Level Achievement	Achievement Score Range
Reading	71	8 - 15	12.0	1.8	0 - 4.8
Arithmetic	1	9 - 14	12.0	4.2	2.7 - 5.8

TABLE 2

TABLE 3

	TQ Range	TQ Mean	Q Range	Q Mean
Reading	80 - 135[1]	112	1 - 100	32
Arithmetic	80 - 135	110	8 - 49	30

(4) *Materials.*

(a) Arithmetic - The basic materials used were Lennes - *Essentials of Arithmetic*, Laidlaw Bros.

(b) Reading - The remedial reading program was organized to use *Reading in High Gear*,[2] a developmental phonics program designed to take a total illiterate through the 8th grade reading level in 150 hours. The program was designed to appeal to teenagers and adults of an urban slum and included material more relevant to their lives than does the usual primer. *Lift Off to Reading*,[3] an elementary age version of this program, was used for the younger subjects. All students, regardless of their reading level, began at the beginning of the program.

(5) *Schedules.*

Tutees were to attend three individual tutoring sessions a week; there was the option of attending five days a week, though few tutees did. Tutoring was done after school and on Saturdays in a community center housing other services. They were transported to and from the center, although many lived within walking distance; the automobile ride became part of the routine expected by the youngsters.

Tutees were scheduled to work consistently with one tutor in the interest of developing on on-going relationship. Because of a variety of problems in scheduling, it was not always possible to achieve this. Tutoring was done on an individual basis.

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[1] Mean differences from age norms ranged from -4 to +15.

[2] M. WOHLMAN & ASSOCIATES, Institute of Educational Research 2400 "M" Street, N.W., Washington, D.C. Published and distributed by Science Research Associates, Inc.

[3] *Ibid.*

(6) *Initiation of the Program.*

Knowing that all of the youth in this program had had negative experiences in learning to read and were failing in school, an attempt was made to establish a relationship with the child before testing or tutoring began. Each tutee was picked up, brought to the center, introduced to the tutor, shown around the center, and spent time talking to the psychologist before any tests were administered.

A simple test battery was used:

(a) Reading achievement was measured with the Gray Oral Reading Test. Form A was administered on admission to the tutorial program, and Form B was administered at the end of the project. While not really relevant to a phonics program. the Gray was relevant to the public schools' teaching procedures, and improvement in school achievement was our primary criterion in evaluating this program's effectiveness. Its ease of administration and scoring, and rapidity of administration were further factors in its selection.

(b) Students entering the program for help with arithmetic were given the math section of the Iowa Achievement Test, again because of its relevance to school procedures.

(c) All students took the Porteus Maze Test on entering the remedial program. This culture-free performance test appears to be a game or set of puzzles for most subjects, and is thus less threatening than most tests of intelligence.

Two scores are derived from the Porteus Tests - a test quotient (TQ) and a qualitative quotient (Q).

The TQ score on the Porteus Maze is not a general measure of intelligence but explores the segment of mental behavior concerned with "planfulness" or foresight, vigilance and anticipation. It correlates .6 with the Binet, and various studies have indicated that an individual tends to score about 20 points higher on the Porteus than on the Binet; thus the mean of 112 for the group is within the normal range, though on the low side.

The Q or qualitative score as reported by Porteus, . . . *is intended to reveal any haphazard, impulsive* *or over-confident habits of action.* Eighty percent (80%) of delinquent boys have a Q score over 29, and for girls, over 32.[1]

In those cases in which we conducted intensive diagnostic studies, we found that the TQ score - minus 20 points- was indeed very close to Wechsler IQ scores, and that high Q scores corresponded to diagnoses of psychopathy.

Rescoring the Porteus, and converting the TQ into sigma scores indicated that we had a fairly homogeneous group. Using Porteus age norms, and changing the TQ into difference scores gave us a range of -4 to +15 points, indicating that this group fell well into the middle portion of the Porteus norms.

These data, plus our observations, suggest that this was a group of probably normal intelligence who, at the same time, had a level of impulsivity one would expect in a delinquent group.

Despite the careful plans made, numerous problems in implementation of the program influenced the results. Delays in receipt of materials, problems in transportation, training and supervision of the tutors, motivation of the tutees, and applicability of the material itself also arose.

Some delay in initiating the program occurred because of problems in organization, the time it took to contact the referrals, and motivating students to attend. Most of the students were tutored after school when they were both tired and hungry. Snacks were arranged to meet the hunger need, but little could be done about the fatigue level of the students. Because the number of hours available after school and before their dinner or bed time was limited, it was not always possible to find a really quiet place for tutoring. Though separate tutoring cubicles were constructed, these easily distractible students were often disturbed by the activity or hyperactivity of others.

(7) *Transportation.*

For the duration of the program, transportation continued to be a strain. Initially it was planned that each tutor would pick up his own tutee, both to give the tutor a chance to develop a relationship in an informal situation and to allow the tutor the opportunity to communicate with the parent or adult when the child was picked up. This was not always possible because of a shortage of vehicles, and also because of the fact that several of the tutors did not drive. Such a plan of course meant that those tutors who were involved in picking up tutees could only use part of their time for tutoring itself. Then too, it was discovered that many of the Mexican-American mothers would not allow their children of either sex to be picked up by a male tutor even after he had come to know the family. To meet this need, two Spanish-speaking girls were hired to pick up and deliver the Mexican-American children.

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[1] PORTEUS, Stanley B., *The Maze Test and Clinical Psychology*, Pacific Books, Palo Alto, California 1959.

(8) *The Tutees.*

All of the youth enrolled in the remedial reading program were reading far below grade level. In addition to the failure to achieve at school, they brought with them the whole array of personal, social and behavioral problems which had contributed to this failure - bad health, poor nutrition, lack of love and attention, and the generalized fears and scars of the ghetto. It was thought initially that the students would, in part, be motivated to attend because of the attention provided by the one-to-one relationship of the tutoring situation (as had been reported by other tutoring projects). Also, it was hoped that the Family Agent could serve to help motivate both the children and their parents in continued education. In spite of these hopes, great difficulty was encountered in getting the children to continue in tutoring. More than half of them dropped before the program was completed; of those who remained until the end, none completed the 150 hours originally programmed.

The situation was somewhat different in the math program. Because the material was closely coordinated to the public school curriculum, progress could be measured against school achievement on a weekly basis, and it was possible to use school texts to supplement the workbook adopted by the staff. Because the two VISTA volunteers who specialized in math instruction were, in fact, certified teachers, closer and more flexible cooperation with the child's school teacher was possible than was the case in the reading program.

(9) *Management.*

The management of many of these children was a problem. Many were attending school on a limited day basis. Those who presented behavior problems at home and at school, also presented these problems in the tutoring situation. In spite of the sincere efforts of the tutors in the one-to-one relationship, many tutees were hard to work with and hard to keep interested. Their sense of failure was overwhelming; most did not any longer expect to learn to read. For most, school was a negative and unrewarding experience; many were so far behind their reading levels that one might wonder what, if anything in the school curriculum was absorbed. For a fourteen year old with a first grade reading level, even the school cafeteria menus is unreadable! While the ability to read seemed a vital skill to the project staff, to many of the tutees it was viewed as unimportant. Even some of those who continued in the program until the project was terminated did so more because they enjoyed the relationship with the tutor, because they had nothing else to do, or because it was a chance to get away from a crowded tension-ridden house, than because they were motivated to learn to read.

To try to maintain the interest of the tutees, a series of trips were organized. During the school year these trips were on occasional Saturdays. During the summer, each week included two full-day recreational outings, including lunches, for those tutees who regularly attended their tutoring sessions. This served to keep some of the tutees in the program who would otherwise have dropped out. (Other problems in motivation are discussed as they relate to the tutors and the materials.)

Both the students and the tutors found the programmed series repetitious and boring. The tutors, who knew little of other teaching methods, were unprepared with any other materials or skills to recapture the waning interests of their troubled students. Continued inservice training was conducted; new materials, including games, inventions and stories prepared by the supervisory staff were introduced to the tutors and ultimately to the tutees. Through this training and the introduction of new materials the tutors did increase in skill, and seemed better able to hold the interest of those students who had not already dropped out. Progress with this reading method is slow; it would be difficult to determine which group - the tutors or the tutees - became more discouraged. The initial optimism of the tutors was rapidly replaced by a feeling of defeat and an awareness of the difficulties of working with a group of tutees who showed such a wide variety of educational and behavioral handicaps. Some of the children were impulsive and so hard to control that the tutors were at times dubious of their ability to continue to deal with the children. At other times they wondered if they had the desire to continue. The drop in morale of the tutors was, of course, reflected by the tutees.

Although most of the tutors reported that the weekly outings where the tutors acted as counsellors, helped the tutor-tutee relationship; some of them felt that the "buddy" relationship which developed interfered with the tutoring relationship. The tutors needed help at this point in dealing with both an informal unstructured situation and a task-oriented relationship.

Results:

Of the 71 youths who began the tutoring program, 44 dropped out before the project was completed. As seen in Table IV, those who dropped out tended to be older, had lower TQ's, but higher initial reading achievement levels. There was no difference in ethnicity between those who dropped out and those who remained. Nearly half of those who dropped out of the tutoring program had already dropped out of school. The mean Q score for this group was 34; more than half had scores above 30. Eight of those who failed to complete the program had been referred by sources other than a Family Agent, while all of those who remained were receiving the services of a Family Agent, an indication that the increased service and communication was a factor in keeping the youth in this program. For those who dropped out, no retest information was available.

Of those 27 who remained in tutoring until the project terminated, there was a tendency for the tutees to be younger, have higher TQ scores, but initially lower reading levels. The mean Q score of 24 approximates the mean for all junior high age youth (23). All but two of these students were still in school; the two who were out of school were unwed teenage mothers. In an average of 6-1/2 months of tutoring, the group increased their reading level by about six months in grade level achievement.

Comparisons of Students who Remained in Remedial Reading

With Those Who Dropped Out

	Dropouts	Stay
Age (excluding adults)	12.2	11.7
TQ Score	111.0	117.5
Reading Achievement (grade level)	3.2	2.4
Q Score	34.0	24.1

TABLE 4

While no ethnic differences were found between the "stays" and dropouts, there were, in addition to the differences noted above, some sex differences. Table V reports the results of t- tests on the Q scores of boys and girls who dropped out and stayed. As the reader can see, the girls who stayed had a significantly lower - and normal - mean Q score than the other three groups, and while all the other means are at levels at which a clinician would suspect delinquency, the boys who dropped out had a significantly higher mean than the other groups.

Q Scores by Sex and Tutorial Participation

TABLE 5

	Dropouts	Stay
Boys	$\bar{X} = 39$	$\bar{X} = 31$
Girls	$\bar{X} = 31$	$\bar{X} = 17$

Separating the boys and girls into groups below and above the Q score levels which are indentified with delinquency indicated a high relationship between the Q score and whether or not the child stayed in the program.

Percentage of Students Scoring "Delinquent" and "Non Deliquent" as Related to Participation in the Tutorial Program

TABLE 6

	High (Delinquent) Q Scores	Low Q Scores	High Q Scores	Low (Non-Delinquent) Q Scores
Stayed in Tutorial Program	42%	58%	9%	91%
Dropped Out of Tutorial Program	62%	38%	36%	64%

Because academic grades were available for the youngsters who were tutored in mathematics, it was possible to use grades as an outcome criterion. The math students received an average of 23 hours of tutorial instruction over an average of four months of contact. During the year preceeding the program, their average arithmetic grade was D (2.09). At the end of the school year, their average arithmetic grade had moved to a C (2.93). The fact that none of these students dropped out may be related to the more limited goals of this program, but we are more inclined to believe that the fact that the tutors of this group were professionally trained teachers is a more significant factor in their success.

STUDENTS AND TUTORS IN REMEDIAL PROGRAMS

MONTHLY AND CUMULATIVELY

	New Students	Cumulative Total Students	Total Staff*
November 1964	Remedial Portion of Youth Employment Project		1
December 1964			1
January 1965			1
February 1965			2
March 1965			2
April 1965			2
May 1965	47 Job Trainees in Remedial Programs		3
June 1965			5
July 1965**	1	1	5
August 1965	5	6	2
September 1965	2	8	4
October 1965	20	28	9
November 1965	16	44	9
December 1965	8	52	9
January 1966	0	52	10
February 1966	18	70	13
March 1966	18	88	15
April 1966	9	97	14
May 1966	4	101	14
June 1966	5	106	13
July 1966	3	109	10
August 1966	0	109	9

*Part Time and Volunteers

**Prior to July 1965, Remedial Programs were part of Employment and Job Training. Those participants are included in the job training statistics.

Discussion

At least three questions arise as related to this group:

A. Why was this group of normally intelligent children nearly five years retarded in their reading level?

B. Why was the dropout level so high from this program?

C. Why was the achievement in the tutoring situation just equal to what could normally have been expected in the same interval of time by a normally achieving school group?

Both the group who dropped out of tutoring and the one who remained were low achievers, were not highly motivated, and shared a history of personal deprivation and educational failure. Most of these students attended school very irregularly, and even with the concerted efforts of the tutoring staff, attendance was a problem. In spite of these many problems, questions about the methods utilized in the schools to inspire and challenge these children must be raised.

Many of the tutees who dropped from this program were very difficult to work with; they were apt to be delinquent, or delinquency prone, and had presented behavior problems at home, at school and in the community. The tutoring situation, even with the one-to-one relationship, proved to be no different. The tutors, who had limited resources and were often uncertain about their ability to manage these youths, were not able to hold onto these unwilling "captives" for learning. Many of the out-of-school youth who dropped out of the program were "floaters", typical of many similar youth in the community.

For those who remained, their six months of reading level achievement in an average of six and one-half months of time must be viewed as a limited gain, but is one which is influenced by a variety of factors. Some of these factors have been discussed in the problems of implementation of the program. However, as it turned out, the choice of reading tests proved to be inappropriate for the total number of hours of tutoring completed in the reading series.

Both *Reading in High Gear* and *Lift Off to Reading* are phonics oriented, which meant that all tutees were being taught the connection between spelling patterns and speech patterns. When a child learns to read in this way, he may learn at most, a few words as a whole (i.e., by sight). He learns to read slowly and carefully. He will, in fact, read slowly for a longer time than if he were being taught to read all words by sight. When phonics is the basic method, there is no emphasis upon speed until first, all phonetically regular patterns have been learned, and second, techniques for unlocking irregular words have also been learned. These two areas of study take most students a relatively long time to complete. However, once the word groups have been mastered, the students have a very large reading vocabulary, one which is far larger than that of a student who spent the time learning to memorize each word. Moreover, students trained to read with phonics can take apart and put together words they read with a minimum of guessing or confusion. The vocabulary words of a phonics program are not selected as in a sight reading program where word lists are complied on the basis of frequency of use by children at a given grade level. Words are chosen for phonics lists because they belong to a particular phonetic category.

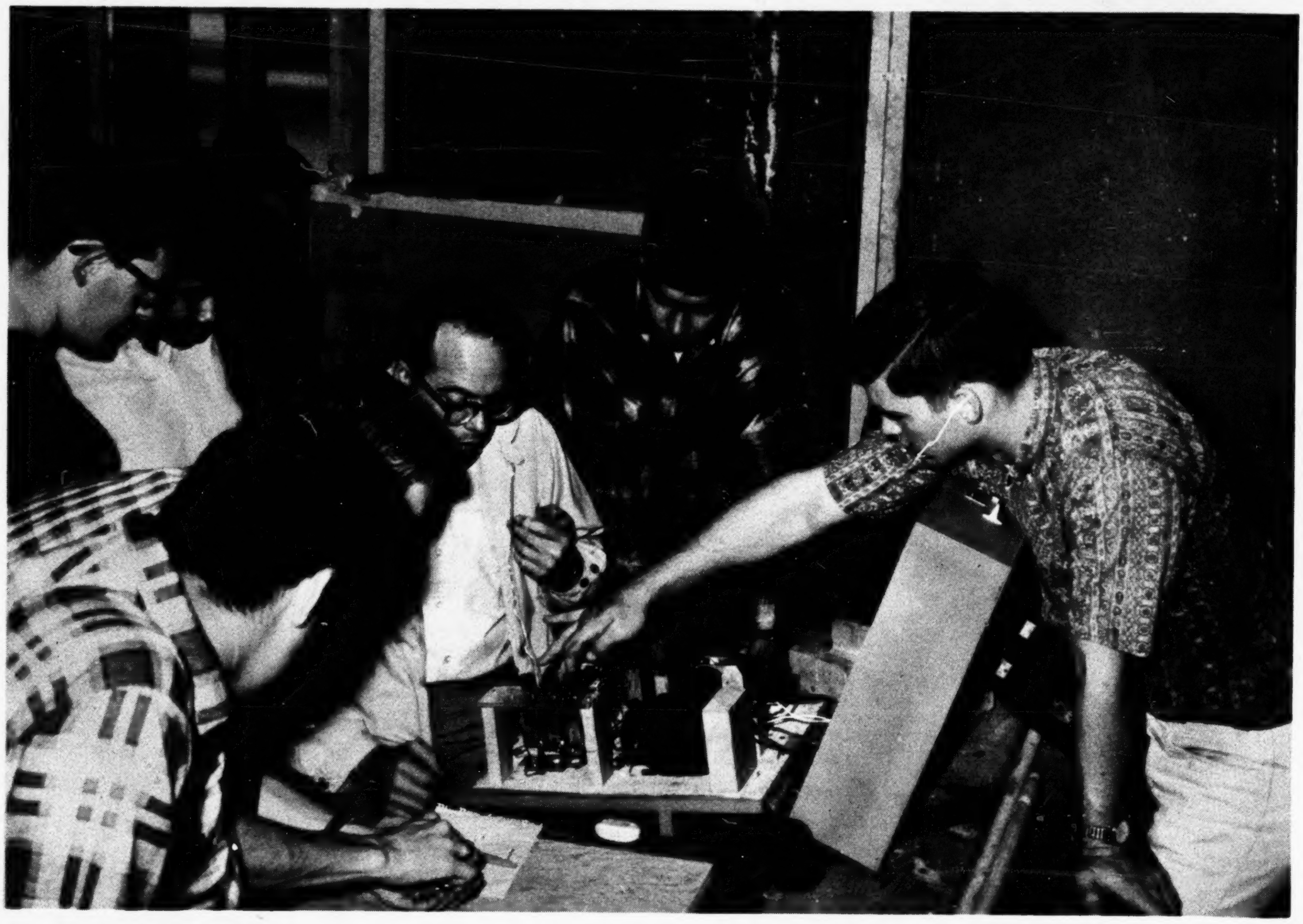
When students entered this program they were given Form A of the Gray Oral Reading Test, and Form B at completion of the project. This test is made up of graded paragraphs which students read aloud; the paragraphs are composed of words from a standard sight vocabulary list. Many of the words found in the first grade paragraph do not appear until near the end of the entire *Reading in High Gear* (RHG) vocabulary list. When a student is half way through the RHG series, he will have learned how to sound out, without the teachers help, such phonetically regular words as differently and disconnected. He would not yet have been taught such phonetically irregular but common words as would, does, or was. The Gray test penalizes for what the test makers call "over use of phonics" as well as for very slow readers. Because the students did not finish the programmed series, the test used to measure reading improvement not only did not measure what the students had been taught, but actually penalized them for the way that they had been taught. Moreover, it cannot be assumed that when a student has completed half of RHG which ends at the eighth grade level, he has completed the fourth grade level, for as one gets closer to the end of this programmed sequence, the grade progress accelerates. The number of hours required for completion of this series is 150; the mean number of hours of work with this program was 70!

Given the problems of the tutees, of the tutoring situation, the limited duration of the program, and the inappropriateness of the test to measure what had been taught, the results are not as limited as they first appear. Further, it can be anticipated that had these tutees completed the entire reading series, their progress would have been more impressive. The question as to why they had not learned to read before still remains.

As Frank Riessman has pointed out in *Tutoring the Disadvantaged Child*, "The fundamental job has to be done in the school itself, not in extra-school experiences . . ." When children spend all day, five days a week, failing in a school that daily fails them, they need far more than two or three sessions a week with a semi-trained tutor to offset this daily defeat. For these multi-problem children, from multi-problem families, who live in multi-problem slums, a truly adequate tutoring program would not be a tutoring program at all. It would be a total design not only for education, but for living; a design which of necessity would attack the roots of the problem, not just the results.

2. SELF-INSTRUCTIONAL RESEARCH

The search for an effective self-instructional method - to permit anonymity to self conscious adults - began very early in this project.



Youth Employment Trainees paired with Volunteer Cal Tech Students Building Teaching Machines under Supervision of Sanford Margolies.

An intensive search and examination of existing programs and devices was undertaken with the assistance of programmed learning specialists from both the University of California (Los Angeles) and the University of Southern California. Since none had been used (as far as we could learn) with populations similar to ours, we undertook a variety of field trials purchasing some machines and programs, and borrowing others where that was possible.[1]

From this experience, we were able to identify some minimal requirements for a device that was to be appropriate to the teaching of reading to adolescents and adults in urban ghettos. These minimae were:

A. The device had to present material in a variety of flexible ways - written, pictorial and auditory. Every avenue of input must be possible.

B. "Correct" responses must be promptly and tangibly rewarded. For this population, "getting the right answer" is not a meaningful reinforcement. It is meaningful for people who have been raised to value learning and to build self-esteem from symbolic achievement. Our young men and women need to receive things or money to feel rewarded by a machine.

C. The device must have "alternate track" remedial capability at every step in the program. Errors must be dealt with automatically if the student's motivation and progress are to be maintained.

D. The machine must be highly reliable, simple to service, and housed in such a way as to be virtually indestructible. Our youngsters have not seen many complex devices in their lives - except from afar. Their urge to tinker is normally large, and many investigators have reported the disastrous costs to machinery of their starved curiosity.

E. Programming must be simple enough for any teacher to undertake without expensive equipment. While packaging programs in special cartridges or on film or electronically coded tapes is undoubtedly dandy for a manufacturer or publisher, it not only increases the cost of automated instruction but makes it virtually impossible for a teacher to "localize" a program or tailor it to the special needs of a youngster or a group.

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[1] Except *Reading in High Gear* which we discovered prior to its publication. Dr. Wohlman generously supplied pre-publication copies and advice so that we could use RHG in our tutorial program.

F. The cost of the machine must be reasonable. Ideally, we felt it should be reasonably easy for a "handy" high school boy to assemble from standard and inexpensive parts. We set an initial goal of fifty dollars exclusive of sound, with the further goal that the machine should be able to synchronize a tape recorder and slide projector without interfering with their normal function.

After examining machines and directories of teaching devices, we found that there were commercially available devices that would satisfy the first five conditions, but not the sixth. Those machines that presented tangible reward and alternate tracks cost too much for any but the wealthiest of school districts. Those that were reasonably priced did not either reward (other than by display of the "right" answer) or respond selectively to the student's behavior.

After alternatively feeling despondent as electronic engineers told us that there was no inexpensive solution to the problem, and fantasying about ideas like putting modified "talking typewriters" into laundromats in poor neighborhoods, we set out to see if we could design and build a device that met our minimum specifications.

A talented gadgeteer volunteered his help, and after a year of work, a device was developed that met all six requirements.

Working from a manual, students have successfully built the device. It rewards correct answers, proceeds to remedial materials when a student errs, and skips remedial work and goes on to the next primary material as soon as a student's responses indicate his readiness. It positively synchronizes the tape recorder with a sensing head and any slide projector that has a remote-control feature. It need not use either since it has its own viewing area and presents typed or drawn visual materials. It is programmed on a standard polyethelene-lined roll of butcher paper with a conductor's paper punch.

It can dispense a wide variety of rewards or tokens, and these can be easily changed by the teacher or tutor for each student.

A detailed pictorial manual for the construction of this machine has been prepared as a separate volume of this report, and a request that it be made available for public non-commercial distribution has been submitted to the Office of Economic Opportunity. At the time of this report, arrangements for extensive field tests of the device are being made with various anti-poverty projects. A description of the reading program designed for use with the device follows this page. A segment of the construction manual explaining the way in which the tape recorder we used was modified for synchronization to the teaching machine is attached to this chapter.

The programmed material here produced was developed for the purpose of educating illiterate adolescents and adults in low socioeconomic groups, where professional service is at a minimum and peer groups can be used in teaching the learner. We envision the use of this program in a setting where some supervision is available. In fact, our programming demands consultation with a knowledgeable person at certain intervals. This material was to be written in such a way as to be presented on a linear tape teaching machine which granted tangible rewards.

Our original proposal was to determine and outline the minimal requirements for the mechanics of this machine, and to write a program for this machine. We also hope to set up a controlled experiment comparing the effectiveness of the tangible reward given by the machine and the interpersonal reward given by a tutor to a student. The materials in the machine part of the experiment were to have been closely adapted from the programmed books used in the other part of the experiment. It was for the purposes of this controlled experiment that it was considered essential that the materials used in the machine adaptation be as similar as possible to the program used in the tutorial activity. This requirement posed a considerable number of problems in program writing.

Beyond the formal question of comparison of rewards was the fundamental question of whether or not we could actually teach reading on a machine. Since our demonstration program was running a tutorial program in which reading was taught, using *Reading in High Gear* (RHG), a developmental phonics series, we decided early that this was the series we should adapt for the machine. We decided further that we would gear our adaptation to the middle section of RHG and not to the entire series. At the time this decision was made, the development of the machine had not proceeded far enough to guarantee an adequate tape recorder synchronization to the machine.[1] Without a tape recorder we did not even want to consider teaching the beginning phase of phonics. Therefore, we narrowed our problem down to producing an adaptation of the middle section of *Reading in High Gear*, adding our experience to it, and changing materials where necessary.

A Reading Program. Using the phonetic approach, teaching of reading falls into two main divisions: the teaching of sound; and, practice in using that sound in meaningful situations.

The major premise used in RHG was that one proceeded by using an isolated sound and then blending sounds to form words. The student, therefore, learns to understand that words are composites of sounds, and that if you change a sound, you will most likely change the meaning of of the construction manual explaining the way in which the tape recorder we used was modified for synchronization to the teaching machine is attached to this chapter.

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a word. We followed this premise throughout, but added certain exercises that reflect a different way of dealing with sound patterns. Most particularly, these are the exercises that involve discrimination. Here, the student is not asked to build words from isolated segments, but he is asked to find a common part of true words. Training in both techniques will sharpen the eye and ear of the student.

We have developed a variety of exercises organized into sections for each digraph or diphthong taught. Each section goes through a similar series of steps and contains checkout points where the teacher tests the student. There are certain elements in the rationale of this program which are met throughout the program. First, since this is a phonetic approach to reading, all vocabulary is controlled. Only those sounds that have been taught can be used.[1] For this reason many early sentences will seem awkward and stiff. For example, we could not use words such as do, he, they, were, etc.[2] A second requirement of this rationale is that once a sound or concept has been taught, it must be reinforced through use in every section throughout the rest of the program. Third, after a sound, diphthong or digraph is taught, the student must be continually asked to discriminate and identify it from sounds that look alike (e..o); sounds that sound nearly the same (i..e); and the reversal of blends (ram..arm).

The Program. Any student using our program would first have to learn how to make words using all the short vowels, single consonant sounds, and certain consonant blends, excluding all digraphs and diphthongs. They would also need to know the sight words the and a. These were taught in the first section of RHG, but the student need not have learned them from there. Most of the digraphs and diphthongs are covered in our programmed material.

The examples below will describe the steps by which a student is taken through one sound. It is to be noted that a number appearing above a frame sample indicates the number of that type of lesson to be used in order to teach the concept. Also, above each sample frame there will be an indication as to how closely we coincided with RHG in the presentation of the material. This will be indicated as: CA..Closely Adapted; LA..Loosely Adapted; and O..our Original method of teaching the concept.

A P next to a frame identifies it as instructional or questioning material to be known as a primary frame. An R identifies the frame as remedial - which is shown only to those who make an incorrect response to the primary frame. We have used the sound tape at every primary frame level, and in at least one remedial frame level in each sequence.

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[1] We are indebted to RHG for saving us hours of work as we used many of their phonetically controlled sentences and stories.

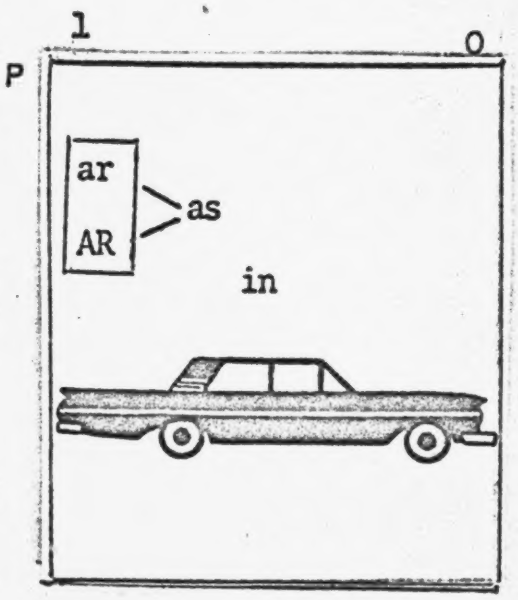
[2] This problem will be discussed in our evaluation.

EACH SECTION IS INTRODUCED BY A SERIES OF EXERCISES THAT TEACH THE INDENTIFICATION OF A PARTICULAR DIGRAPH OR DIPHTHONG TO BE WORKED ON IN THAT SECTION.

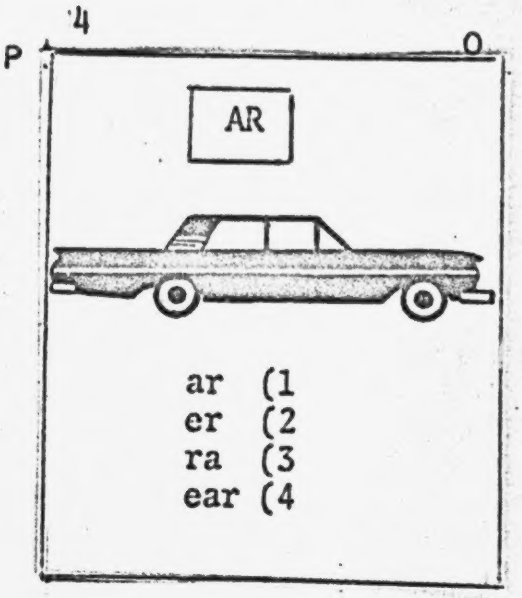
I. IDENTIFICATION

TASKS: TO IDENTIFY A COMPOUND WITH A SOUND.

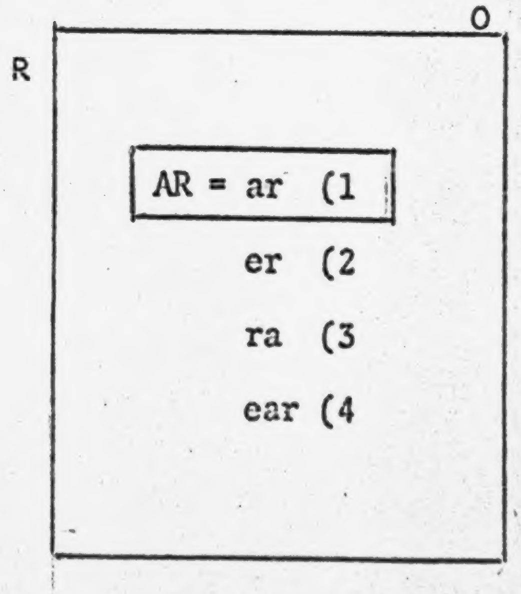
TO TEACH THE SOUND OF A LETTER OR LETTERS AND ASSOCIATE IT WITH A KEY WORD ILLUSTRATED BY A PICTURE.


1
0
P
ar
AR
as
in

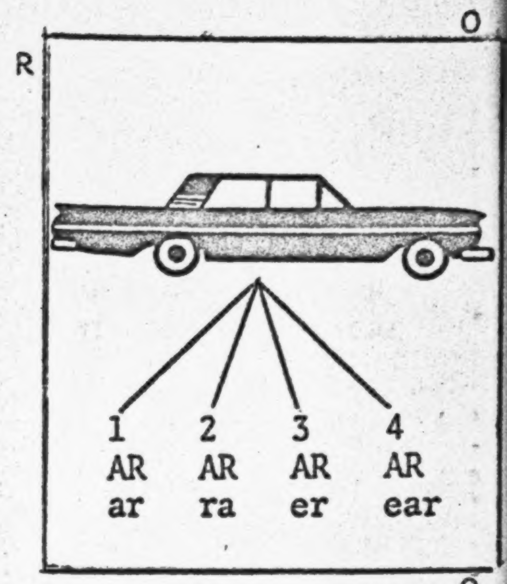
TO PAIR THE UPPER AND LOWER CASE OF A GIVEN DIGRAPH AND DISCRIMINATE THEM FROM THE OTHER LETTER COMBINATIONS.


4
0
P
AR
ar (1
er (2
ra (3
ear (4

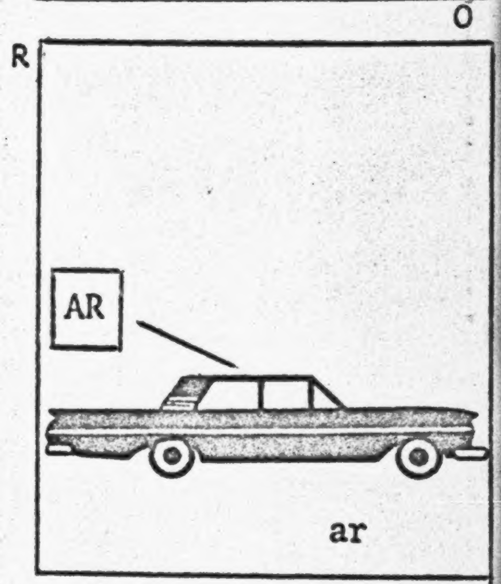
THE FIRST REMEDIAL FRAME SHOWS THE UPPER AND LOWER CASE THAT FORM A PAIR.


0
R
AR = ar (1
er (2
ra (3
ear (4

THE SECOND REMEDIAL FRAME POSES THE QUESTION OF PICKING THE SET FOR THE KEY WORD IN A PICTURE.


R
O
1
AR
ar
2
AR
ra
3
AR
er
4
AR
ear

THE THIRD REMEDIAL SHOWS THE CORRECT ANSWER.

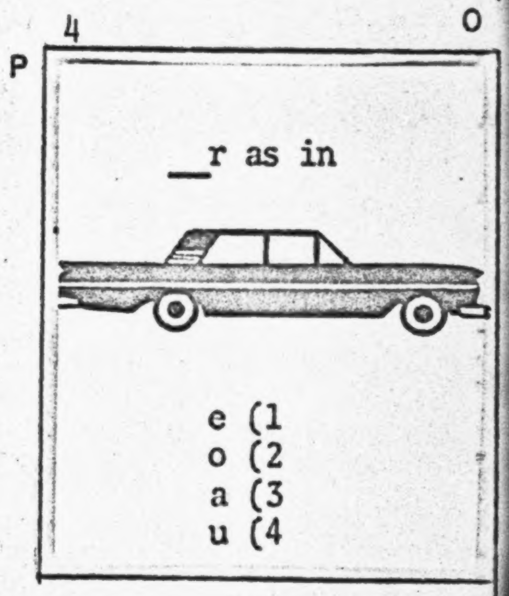


II. IDENTIFICATION

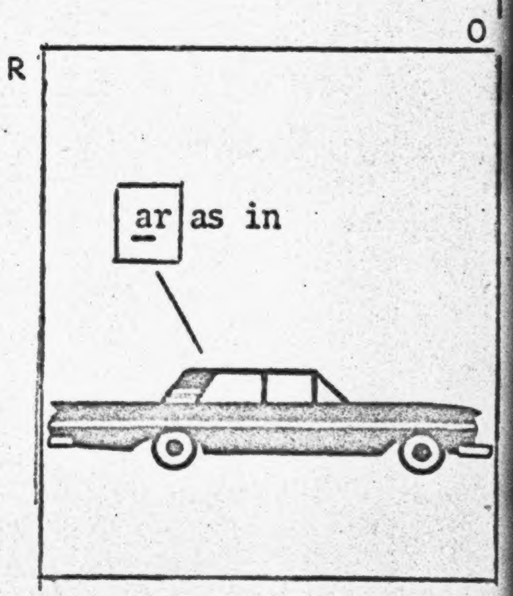
THE STUDENT IS REQUIRED TO COMPLETE THE DIPHTHONG OR DIGRAPH THAT IS ASSOCIATED WITH THE PICTURE

4 = 1 EACH OF THESE

__r,
a__,
__R,
A__,


4
P
O
__r as in
e (1
o (2
a (3
u (4

THE REMEDIAL FRAME SIMPLY SHOWS THE COMPLETED CORRECT ANSWER.



IN THIS TYPE OF LESSON THE STUDENT IS TO SUPPLY THE COMPLETE DIGRAPH.

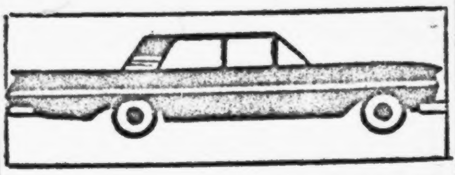
2 = 1 EACH OF THESE

ar, AR

2 0

P

__ AS IN



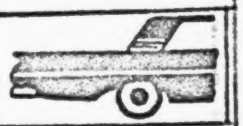
- - -

am (1
AR (2
ra (3
EA (4

0

R

am

AR as in 

ra

EA

IN THIS REMEDIAL THE PREVIOUS CHOICES ARE SHOWN, THE CORRECT ANSWER IS BOXED.

III. IDENTIFICATION

THE INSTRUCTIONS ARE TO PICK LETTERS THAT DO NOT HAVE THE SOUND OF THE DIGRAPH BEING STUDIED. THIS LESSON FOCUSES UPON THE REVERSAL PROBLEM AND OTHER STUBBORN PROBLEMS IN VISUAL DISCRIMINATION.

4 0

P

AR (1

ar (2

ra (3

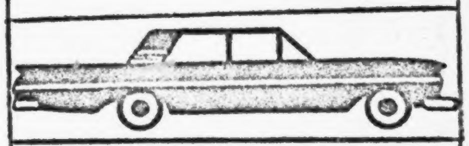
Ar (4

THE REMEDIAL FRAME REINTRODUCES THE PICTURE AND ISOLATES THE LETTERS THAT DO NOT RELATE TO IT.

0

R

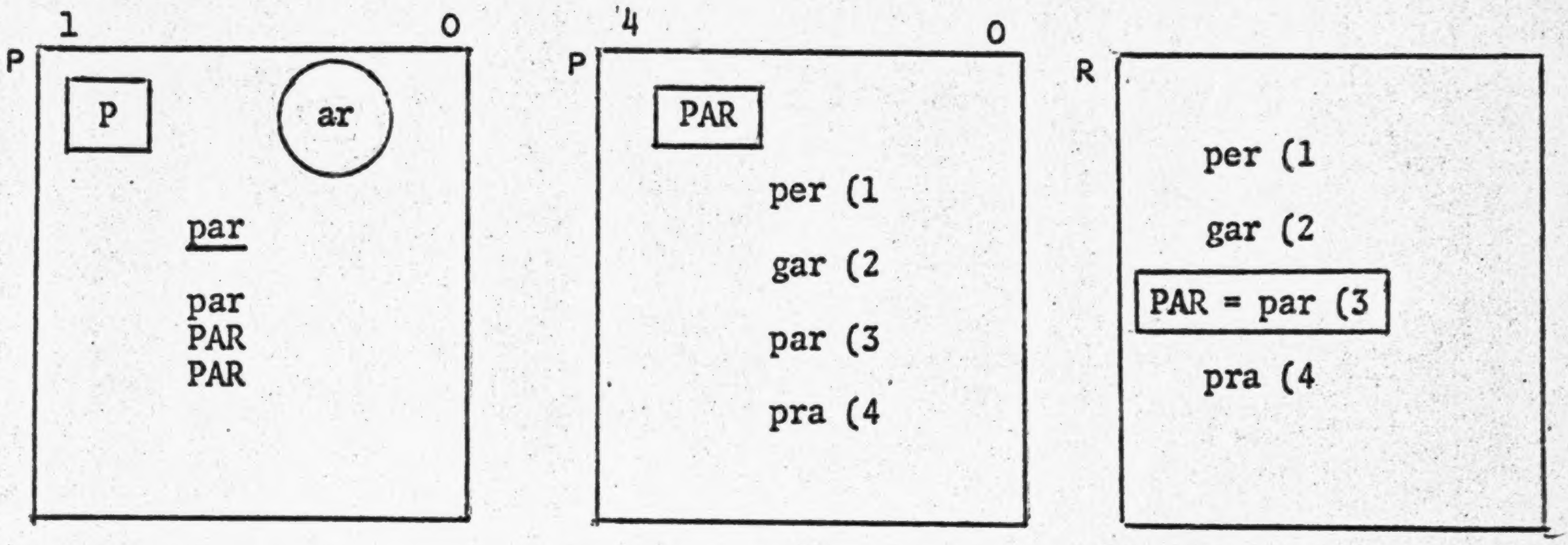
AR ar Ar



ra

IV. COMPOUNDING

IN THIS TYPE OF LESSON THE STUDENT IS TO COMPOUND THE NEW SOUND WITH KNOWN CONSONANTS. THIS COMPOUNDING DOES NOT INCLUDE WORDS WITH MEANING. NEXT, THE STUDENT IS REQUIRED TO PAIR THE UPPER AND LOWER CASE BLENDS OF THE SAME SOUND.

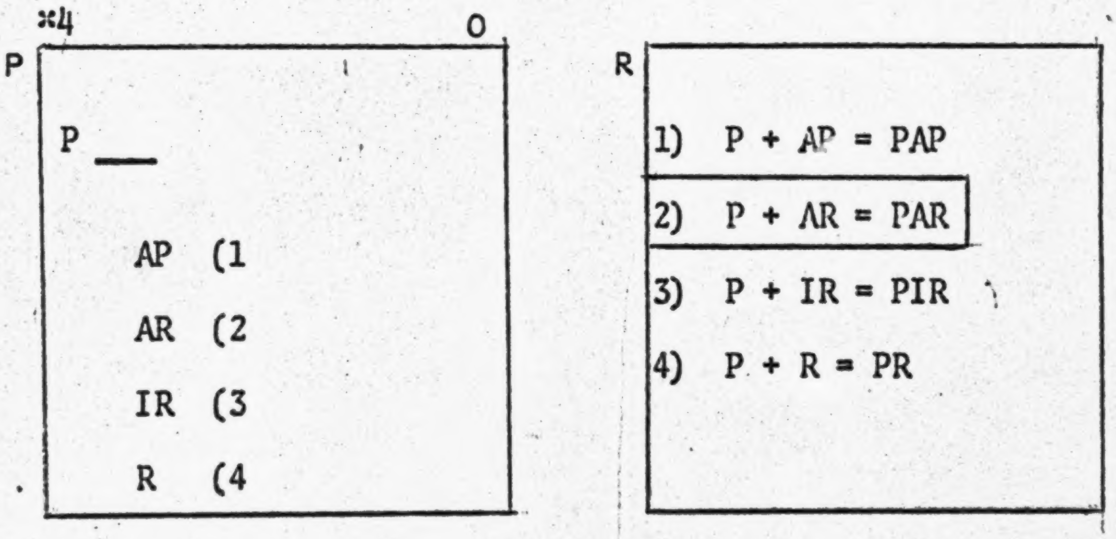

1
O
P
P
ar
par
par
PAR
PAR
4
O
P
PAR
per (1
gar (2
par (3
pra (4
R
per (1
gar (2
PAR = par (3
pra (4

THIS TYPE OF LESSON REQUIRES AN AURAL AS WELL AS VISUAL DISCRIMINATION. THE STUDENT IS REQUIRED TO COMPLETE A BLEND, THE INSTRUCTION BEING GIVEN THROUGH THE TAPE RECORDER.

THE REMEDIAL SEQUENCE IN THIS LESSON SHOWS THE CORRECT ANSWER AND THE CONSEQUENCES OF THE WRONG ANSWERS. THE SOUND TAPE REVIEWS ALL THE BLENDS SHOWN.

4 = 2 EACH OF THESE. AND REPEATED WITH I.E. BAR, OR OTHER SIMILAR BLENDS.

PAR
par


*4
O
P
P ___
AP (1
AR (2
IR (3
R (4
R
1) P + AP = PAP
2) P + AR = PAR
3) P + IR = PIR
4) P + R = PR

THE SAME SEQUENCE AS THOSE ABOVE OCCUR AGAIN, EXCEPT THAT THE BLEND IS MADE WITH A FINAL CONSANT; .E., ar k.

*4 = 1 EACH OF THESE

par, PAR, par, PAR

CHECKOUT

AT THIS POINT THE STUDENT'S PERFORMANCE IS EVALUATED BY THE TEACHER. THIS IS A LESSON IN WHICH THE TEACHER DICTATES AND THE STUDENT WRITES HIS RESPONSES.

A. TEACHER'S INSTRUCTION TO STUDENT:

"WRITE THE SOUND THAT IS THE SAME IN THESE WORDS."

1. FAR . . . BAR
2. START . . . MARKET
3. HAT . . . MAN
4. RAT . . . PACK
5. CARPET . . . DARN

B. TEACHER'S INSTRUCTIONS:

"WRITE THESE BLENDS AS I SAY THEM. THEY MAY OR MAY NOT BE REAL WORDS."

1. DAR
2. DEAR
3. RAD
4. DAP
5. ARM
6. TERM
7. FORM
8. FARMER

IF STUDENT MISSES ANY AR BLENDS, HE IS TO REVIEW THE AR IDENTIFICATION TAPE.

V. DISCRIMINATION

THE PURPOSE OF THIS SERIES IS TO TEACH THE STUDENT TO QUICKLY SPOT SOUND COMBINATIONS IN GIVEN LISTS OF WORDS OR NONSENSE SYLLABLES. (TRACKING)

THE STUDENT IS REQUIRED TO PICK THE LETTER COMBINATION THAT IS THE SAME IN EACH WORD. SOMETIMES THE CONSISTANT PATTERN IS THE REVERSAL OF THE SOUND UNDER STUDY.

4 = 2 EACH OF LISTS CAPITALIZED
2 EACH OF LISTS IN LOWER CASE

4 0

P

cart, spark, mark, card,
star, far, hard, jar,
smart, park

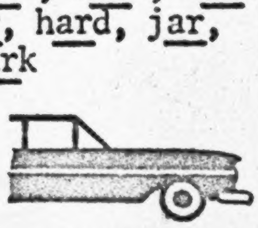
ra (1
ar (2
rt (3
ark (4

THE REMEDIAL FRAMES UNDERLINE THE CONSISTANT PATTERN IN THE WORDS AND REINFORCES IT BY REPEATING IT AT THE BOTTOM.

R

cart, spark, mark, card
star, far, hard, jar,
smart, park

ar as in



HERE THE STUDENT IS INSTRUCTED ORALLY TO FIND THAT GROUP OF WORDS IN WHICH EACH WORD CONTAINS THE GIVEN DIPHTHONG OR DIGRAPH. IN THIS CASE, THOSE GROUPS CONTAINING INCORRECT PATTERNS ARE VERY CLOSE VISUALLY TO THE CORRECT PATTERN; I.E., EAR AS DISCRIMINATED FROM AR.

2 = 1 - LISTS CAPITALIZED
1 - LISTS IN LOWER CASE

2 0

P

1) hard, fear, cart, clear, card

2) trap, brat, brag, brand, drag

3) smart, stand, dart, fan, bark

4) part, spark, barn, dark, stars

THE REMEDIAL SEQUENCE REPEATS THE PREVIOUS LISTS WITH THE DIPHTHONG IN QUESTION REPEATED BELOW.

R

1) hard, fear, cart,
ar ar
clear, card
ar
2) trap, brat, brag
brand, drag
3) smart, stand
ar
dart, fan, bark
ar ar
4) part, spark, barn,
ar ar ar
dark, stars,
ar ar

THIS REMEDIAL FRAME RETESTS THE STUDENT ON THE ORIGINAL CONCEPT OF IDENTIFICATION. HOWEVER, THESE CHOICES ARE A SERIES OF DIPHTHONGS AND DIGRAPHS RATHER THAN WORDS.

R

1) ar, ra, ear, an

2) ar, ar, ra, ar

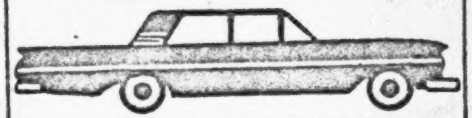
3) ar, ar, ar, ar

4) ra, ra, ra, ra

THIS REMEDIAL FRAME UNDERLINES THE REQUIRED SOUND AND BOXES THAT ROW WHICH CONTAINS ONLY THE REQUIRED SOUND.

R

ar as in



1) ar, ra, ear, an

2) ar, ar, ra, ar

3) ar, ar, ar, ar

4) ra, ra, ra, ra

VI. COMPOUNDING TO MAKE A MEANINGFUL WORD

THE PURPOSE OF THIS GROUP IS TO ADD AR TO OTHER LETTERS, THUS MAKING MEANINGFUL WORDS; AND TO UNDERSTAND THE MEANING OF THESE WORDS-

THE STUDENT IS ASKED TO WRITE WORDS ON A PIECE OF PAPER BY ADDING THE GIVEN DIPHTHONG TO GIVEN CONSONANTS.

1 CA
P

ADD ar

b __
st __
j __
st __ t
etc.

ALL WORDS TO BE WRITTEN ARE SHOWN IN THE FRAMES, FOUR AT A TIME.

THE STUDENT IS TO CHECK HIS WRITING. THE STUDENT IS GIVEN THE DEFINITION OF EACH WORD, AND IS THEN ASKED TO PICK THAT WORD WHICH FITS A DEFINITION GIVEN BY THE SPEAKER. THE DEFINITION MAY BE IN THE FORM OF ASKING FOR A SYNONYM, ANTONYM, CATEGORY, OR, FILLING IN THE BLANK LEFT IN THE SENTENCE.

1 TO 3 O
P

bar (1
star (2
jar (3
start (4

SOUND IS INDISPENSIBLE FOR THIS TYPE OF LESSON BECAUSE UNTIL THEY REACH A CERTAIN POINT, OUR STUDENTS CANNOT READ ALL THE WORDS REQUIRED FOR INSTRUCTION, AND BECAUSE MANY WORDS ARE TOO ABSTRACT TO BE PICTURED.

R

star

5 CA
P

VII. COMPOUNDING TO VISUAL MEANING

THE STUDENT LEARNS TO DISCRIMINATE BETWEEN NONSENSE BLENDS AND REAL WORDS. THE STUDENT IS REQUIRED TO SELECT THE MEANINGFUL WORD FROM A GROUP OF MEANINGLESS COMBINATIONS.

REVERSALS AND LOOK ALIKES ARE USED TO CHECK IF STUDENT IS PROPERLY BLENDING SOUNDS.

_ ar _
p __ k (1
n __ k (2
s __ n (3
p __ n (4

THIS REMEDIAL SHOWS THE BLENDS OF THE LAST FRAME COMPLETELY WRITTEN OUT. THE VOICE ASKS THE STUDENT TO READ WITH HIM EACH OF THE COMBINATIONS, AND THEN HE IS TO CHOOSE THE REAL WORD.

R

park (1
nark (2
sarn (3
parn (4

THIS REMEDIAL SHOWS THE ONLY REAL WORD. IT IS WRITTEN SEVERAL TIMES USING BOTH THE UPPER AND LOWER CASE LETTERS. THE TAPE RECORDER IS USED TO SAY THE WORD WITH THE STUDENT.

R

p ar k
park
Park
PARK

10 0

VIII. COMPOUNDING

THE STUDENT IS ASKED TO MAKE A MEANINGFUL WORD BY COMPLETING A BLEND.

MOST OF THE WORDS FORMED WILL CONTAIN THE SOUND STUDIED IN THAT SECTION; HOWEVER, PAST SOUNDS ARE ALWAYS REINTRODUCED.

ALL WORDS WILL BE EASILY MEANINGFUL AND THERE WILL BE ONLY ONE POSSIBLE ANSWER.

THE CHOICES THAT FINISH THE BLEND WILL VARY:

1. THEY MAY LOOK ALIKE
2. THEY MAY SOUND NEARLY THE SAME
3. THEY MAY BE OF A BLEND RATHER THAN A SINGULAR SOUND. A DIGRAPH OR DIPHTHONG MAY BE BROKEN.
4. THE BLEND OR SOUND TO BE PROVIDED MAY BE AT THE BEGINNING, MIDDLE, OR END OF THE WORD.

P

__ ar

c (1
d (2
g (3
r (4

THE REMEDIAL FRAME SHOWS THE CORRECT WORD. THE STUDENT IS ASKED TO PRESS THE BUTTON WHOSE NUMBER IS THAT OF THE LETTER WHICH COMPLETED THE WORD.

R

c ar

c (1
d (2
g (3
r (4

THE NEXT TWO REMEDIALS ARE THE REVERSAL OF THE PRIMARY FRAME. THE SAME WORD MUST BE FORMED, BUT BECAUSE OF THE REVERSAL OF THE REQUIRED PART, THE CHOICES WILL VARY.

R

c __

ar (1
or (2
ir (3
ear (4

R

c ar

ar (1
or (2
ir (3
ear (4

IX. VISUAL MEANING

THIS SECTION CHECKS THE STUDENT'S ABILITY TO READ MEANINGFUL MATERIAL.

THE STUDENT IS REQUIRED TO PLACE A GIVEN WORD WITHIN ONE OF FOUR SENTENCES.

THIS METHOD ALLOWS MORE OPPORTUNITY FOR READING THAN THE USUAL SENTENCE THAT IS TO BE PROVIDED WITH A MISSING WORD.

8 O

P

start

1) Bill's car cannot run on ________.
2) His car can _____ if it has gas.
3) Bill ______ his car with a gallon of gas.
4) winter is fun for Stan and _______.

THESE SENTENCES MAY BE GROSSLY DIFFERENT IN MEANING; OR, THE DIFFERENCES MAY BE AS TO PLURALITY, TIME, PERSON, ETC.

THE FIRST REMEDIAL FRAME SHOWS THE PROPER SENTENCE WITH THE ORIGINAL WORD UNDERLINED. THE VOICE TAPE READ THE SENTENCE WITH THE STUDENT.

O

R

His car can start

if it has gas.

THE SECOND REMEDIAL FRAME IS A SENTENCE WITH ONE WORD MISSING . . . THAT WORD MAY BE THE SAME AS THE ORIGINAL GIVEN WORD OR A FORM OF IT.

THE REMEDIAL MUST CONTAIN ALL THE MAJOR WORDS FOUND IN THE PRIMARY QUESTION.

LA

R

Bill cannot ______
his car on winter
mornings.

starts (1
start (2
far (3
for (4

THIS REMEDIAL SHOWS THE SENTENCES WITH THE CORRECT ANSWER UNDERLINED. THE STUDENT IS ASKED AGAIN TO LOCATE THAT WORD AMONG THE CHOICES.

R

Bill cannot start his
car on winter mornings.

starts (1

start (2

far (3

for (4

X. FUN LETTER SCRAMBLING

THE PURPOSE OF THIS LESSON IS TO UNDERSTAND THAT LETTERS CAN BE ARRANGED TO MAKE WORDS. THIS IS A SPELLING LESSON. THIS LESSON CHALLENGES THE STUDENT TO USE HIS STOREHOUSE OF PHONETIC ANALYSIS.

THE STUDENT IS TO SPELL A WORD THAT IS INFERRED THROUGH CONTEXTUAL CLUES. THE FIRST LETTER OF THE WORD IS PROVIDED. THE OTHER LETTERS OF THE WORD ARE LISTED BELOW, PLUS ONE EXTRA LETTER. THE STUDENT MUST SELECT THAT EXTRA LETTER WHICH IS NOT NEEDED TO COMPLETE THE WORD IN THE SENTENCE.

P

10 LA

A s____ glimmers in the dark.

d (1

a (2

r (3

t (4

THE LETTER CHOICES MAY FORM A WORD, BUT NOT THE WORD ASKED FOR IN THE CONTEXTUAL CLUE. ONLY ONE ANSWER IS POSSIBLE

THE REMEDIAL FRAME SHOWS ALL THE POSSIBLE LETTER COMBINATIONS WITH THE CORRECT WORD IN A BOX. HOWEVER, THE STUDENT IS AGAIN ASKED TO CHOOSE THAT LETTER WHICH IS NOT NEEDED TO SPELL THE WORD. THE VOICE TAPE SHOULD GO THROUGH ALL THE COMBINATIONS WITH THE STUDENT.

R

O

star

sd
sart
sard
stard
star
stra
srad
srat

d (1
a (2
r (3
t (4

IN THE SECOND REMEDIAL, THE STUDENT WILL DISCOVER THAT HE HAS MADE THE SAME WORD AS IN THE PRIMARY QUESTION, FOR IT WILL BE THE ONLY WORD POSSIBLE. IF IN THE PRIMARY FRAME THE FIRST LETTER WAS GIVEN, THEN IN THE REMEDIAL FRAME THE LAST LETTER IS GIVEN.

R

____r

l (1

a (2

s (3

t (4

THE REMEDIAL FRAME IS THE SAME AS IN THE FIRST REMEDIAL FRAME.

R

star

lasr
latr
tlar
slar
star
salr
satr
stlr

l (1
a (2
s (3
t (4

XI. READING COMPREHENSION

THE PURPOSE OF THIS SECTION IS TO HAVE THE STUDENT READ IN A MEANINGFUL CONTEXT AND TO TEST THE COMPREHENSION AND RETENTION OF WHAT IS READ.

AN ENTIRE STORY, OR SECTION OF A STORY, IS SHOWN ON A FRAME, THE STORY IS THEN FOLLOWED BY A SERIES OF STATEMENTS. THE STUDENT IS TO PICK THAT STATEMENT WHICH IS TRUE AS RELATED IN THE STORY. THE TRUE STATEMENT MAY BE TAKEN EXACTLY FROM THE TEXT OR INFERRED FROM THE EVENTS IN THE TEXT. THE UNTRUE STATEMENTS MAY VARY AS TO TIME, PERSON, NUMBER OR EVENT.

THE STORY-

A LONG STORY MAY HAVE TO BE DIVIDED INTO SEVERAL FRAMES. IT IS SUGGESTED THAT IN THE BEGINNING THE QUESTIONING FOLLOW AFTER EACH STORY FRAME. WHEN THE STUDENT IS MORE ADEPT, HE MAY BE REQUIRED TO READ A STORY OF SEVERAL FRAMES IN SUCCESSION BEFORE RESPONDING.

CA

P

TONSILS

. . . .
. . . .
. . . .
. . . .

PICKING THE FACT-

THE NUMBER OF FRAMES DEPENDS UPON THE CONTENTS OF THE STORY.

4: O

P

1. Cliff's mom got mad.
2. Cliff's dad got bad tonsils.
3. Cliff's mom got ill.

IN THE FIRST REMEDIAL FRAME THE STORY IS REPEATED WITH THE FACT AS STATED IN THE PRIMARY BEING UNDERLINED. AS THIS STORY MAY HAVE TO BE REPEATED MANY TIMES FOR THE ONE WHO CONTINUES TO MAKE ERRORS, THE TAPE MAY WISH TO READ THE ENTIRE STORY FRAME WITH THE STUDENT.

R

. . . .
; ; ; ; ; ; ; ; ; ; ;
Cliff's mom got ill.
. . . .

THIS REMEDIAL FRAME HAS THE STUDENT COMPLETE A PHRASE THAT MAKES A SENTENCE INTO A TRUE STATEMENT AS RELATED IN THE STORY.

R O

Cliff's mom ______.

1) got well.
2) got will.
3) got ill.
4) is not ill.

THIS REMEDIAL FRAME PRESENTS THE CORRECT ANSWER, WITH THE PHRASE TO BE CHOSEN UNDERLINED.

R O

Cliff's mom got

Cliff's mom got ill.

Most of the frames that we wrote, like the ones described above, teach sounds and blending. We also wrote a smaller number of lessons to teach the following:

1. Lower Case Letters. *Reading in High Gear* teaches only the upper case letters in the first of its three cycles. As we began our programming at the second leve, we had to include lessons on lower case letters. Those students already knowing the upper and lower case letters would, of course, bypass this section.

2. Identification of vowels and consonants.

3. How to add a suffix and inflectional endings.

4. How to find the root of a word.

5. When the final s is used in a verb form.

THE SERIES

The following list shows the order in which our material was presented. An asterisk is placed next to those section which we introduced and were not taught in *Reading in High Gear*.

Lower Case Letters

* Vowels and Consonants

* Final s on a verb

* ER

* Suffix and stem - est, ed, er, en

EA

* OR

OW

IR

EE

AR

* Story . . . FREEDOM

WH

OA

The remaining diphthongs and digraphs can be covered in the same way.

Lessons on the following need to be added to complete this reading program:

Suffixes	Spelling - reading rules (i.e. silent e)
Syllabication	More Stories
Accent	Alphabet - giving the letter its name and order.

Evaluation

What we have done is to write the skeleton key for a reading program plus examples of how that basic outline can be applied to the teaching of phonics. Using this guide a full program could easily be completed with using those additional sections recommended on the preceding page.

We suggest that a person writing this program not depend upon the order in which succeeding sounds are introduced in *Reading in High Gear*. They should feel free to introduce such word groups as he, she, we, go and so at an earlier point than is done in RHG. By doing this, smoothly flowing stories and sentences could be written. Also, it would be desirable to teach groups of sounds in meaningful categories, i.e., er, ir, ur.

As the machine is now designed, we can present one hundred frames on a roll of paper. This includes primary and remedial frames. This means that if a student gets all the primary questions right, and bypasses all the remedial frames, he would only have about twenty-five to thirty questions to answer on a roll. This would barely cover the introduction of a section on a sound. We believe that it would be most sensible if all the questions and remedials pertaining to one sound were included on one roll. Therefore, we recommend the use of larger spools or thinner paper than is recommended in the manual on the construction of the machine. For this program, a spool should hold 300 frames.

Section D - Counseling and Psychotherapy

As our work with families and youths progressed, we found an overwhelming need for individual counseling services of an intensive nature. Psychologists and social workers who were enrolled as members of the Professional Service Corps initially undertook such counseling, and trained Family Agents to deal with specific cases where possible. With no mental health resource in the community, it became obvious that one needed to be established.

One of the real assets of this staffing pattern is that the Professional Service Corps member is also a leader in the larger community, and can often bring about social change more rapidly than official agencies can. Through her contacts and work in Mental Health Activities, one of our Family Agents was able to initiate a series of events which led to the establishment of a permanent branch of the Benjamin Rush Clinic in Venice, located less than two blocks from the Pacific Community Center. Supported by the Community Chest and State matching funds, the Clinic provides a short term treatment for psychiatric crises.

Through others on our staff, the Psychological Clinic, a voluntary treatment service operated by the Los Angeles Society of Clinical Psychologists, agreed to accept referrals for long term treatment of individuals for whom the limited number of contacts available from the Benjamin Rush Clinic was inadequate. This represented a departure in policy for them, and this contact with the very poor and with the Professional Service Corps played a large role in their subsequently providing county-wide services for Head Start nurseries, setting up a tutorial program for disadvantaged children, and undertaking a program in their county-wide work which is essentially similar to our Family Agent program.

Yet another member of our staff interested the local chapter of the National Association of Social Workers in this critical service need. Its Private Practice Council, with a small grant from the Neumeyer Foundation, established the Los Angeles Social Work Treatment Service, a decentralized low-cost service staffed by volunteer social workers. This service accepts a wide variety of clients, and has developed additional volunteer psychiatric and psychological resources. Their professional knowledge of and contacts in social agencies has provided yet another avenue of administrative appeal and advocacy for the poor.

Having its own resources (the Family Agents) for people whose problems were rooted in their immediate realities, and having developed resources for those with critical "internal" problems, we undertook to meet yet another counseling need we found in our work with youth.

Venice High School serves a very large area in Western and Southwestern Los Angeles. A well-run, large public high school, its students are primarily Anglos, and come from middle income homes. The minority group child and the child of a poor family are outnumbered and easily lost in this situation. Though actively concerned with these youngsters, most of whom drop-out before graduation, the School's paucity of counseling staff and remedial programs made it impossible to do the preventive job that the School itself recognized.

Multifailure Counseling

After the establishment of the "Miracle Workers", a drop-out prevention club (described in part C of Chapter V, below), the girls' vice-principal indicated her wish to see the establishment of a more intensive individual counseling service for girls who were on the verge of dropping-out of school.

The symptoms that precede "dropping-out" are clear and easy to recognize. A sudden increase in absences, an increase in hostility, and a sharp dropoff in academic achievement in virtually all subjects are invariable correlates of decision to leave school.

Girls who displayed these symptoms were referred, initially, to the "Miracle Workers", and then to a Professional Service Corps member who served as a counselor to them as individuals. These Professional Service Corps members had had prior training and experience in case work and had served as Family Agents before getting this assignment.

They discovered that the most commonly stated reasons these youngsters gave for leaving school had to do with their feeling of isolation and worthlessness. Rejected by the middle class Anglo children, frozen out of status-giving clubs, unable to compete with the clothing and cars of the middle class Anglo girls, and, usually, barely passing in their course work, they felt lost, inept, invisible, and unwanted.

Working closely with the Miracle Workers and the sewing classes, a multi-pronged program was instituted.

As described below, the Miracle Workers developed activities which gave them status on campus and in the school newspaper. For the first time minority group girls were elected to school-wide offices.

The sewing classes at our Family Skill Center obtained the fabrics and patterns which allowed these girls to be dressed in keeping with current teen-age fashion.

The Charm Course taught them hair styling and make-up techniques to complete the change in their appearance.

The Professional Service Corps member assigned as multifailure counselor dealt sensitively with their self-concept, their often pressing home problems, the teen-age conflicts which become so much exaggerated in the crowded, barren, and dangerous life of the ghetto. Where indicated, Family Agents have been assigned to the homes of these girls, and other resources brought to bear.

Focused on preventing drop-out behavior, this integrated program was apparently successful. The forty girls who entered the program finished the school year with passing grades.

Other Counseling Activities

Obviously, counseling was part of all of the programs we operated. It took place in the Family Agent program, in our employment services, in the clubs, in our remedial activities, and, even in the legal services and consumer education program. These activities are described in their program contexts elsewhere in this report.

Section E - The Employment Program

Introduction

One of the remarks for which Calvin Coolidge is remembered is that "when people are out of work, unemployment results". The statement is perhaps less fatuous than it seems. For unemployment means not only a lack of wages, but a lack of occupation and the loss of self-identity in a work-oriented society. It means idle days, boredom and the gradual loss of self-respect that comes from the realization that one's labor is worth nothing to anyone. To be unemployed means to have nothing to do and no place to go. Quite apart from its economic effects, the psychological impact is ennervating.

The unemployment rate in the country, and in this area is highest for youth between the ages of 16 and 21, particularly those who have dropped out of school, have police records, and are members of minority populations. The same attitudes which caused them to drop out of school, preclude the possibility that they will take advantage of such trade and technical school opportunities as exist. In a technologically advanced labor market, they are precluded from gaining the skills needed for stable employment. As one unemployed teen-ager summarized the situation: "Jobs haven't gone away. They've gone up." And the question is, how can these youths close the gap to where the jobs are?

For this reason, the youth employment program was developed in two phases. The first phase, which extended for the duration of the project, was an intake, job orientation and placement program. For the first six months of operation, this was conducted in conjunction with the Santa Monica office of the State Department of Employment. All 721 youth served in either phase of the program were processed through this process. The second phase, supported by a grant from the Office of Economic Opportunity, lasted twelve weeks, in the middle of the first year of operation, and was a pre-employment training program designed to provide simple work skills and habits, remedial reading, and psychological counseling in a forty hour a week program, for which trainees were paid $20.00 a week. These two phases are separately described and evaluated.

Phase I

Planned and operated in cooperation with the Santa Monica office of the State Department of Employment, this program used the standard employment forms and procedures of that department. A full-time vocational counselor was assigned to the program; testing was made available as needed. The employment office opened with a staff of three Professional Service Corps members in addition to the counselor from the State Employment Department.

From the experience of the Department of Employment and of other phases of the program, it was apparent that most of the unemployed youth in the area were school drop-outs; many had very limited reading skills and could not even fill out the forms necessary to apply for a job. Some did not have, or know how to get, Social Security cards. Many drove without a driver's license, in part because they could not read well enough to take the test and were embarrassed to admit this to an official at the Department of Motor Vehicles. This, of course, increased the likelihood that, if they did not already have police records, they soon would. The dress and appearance of these youth were such that they would not be rated high in any group of potential applicants. Having dropped out of school and accepted themselves as failures, their attitudes toward themselves and work were such that they neither expected nor were likely to be successful on a job if one could be found.

The office was opened at the Pacific Community Center, essentially a very large store with three private offices and a large main room. Furnished with a couch, tables and chairs as well as the desks, an attempt was made to keep the atmosphere informal.

Each applicant who filled out an application for employment was interviewed by a PSC member. who attempted to be warm and friendly and gain as much additional and personal information as was possible. At the conclusion of the interview, the applicant was usually given an appointment for vocational counseling and asked to return on the following Tuesday or Friday to see a film and take part in a group orientation discussion conducted by one of the staff.

As an adjunct to and "warm-up" device for the group counseling, an orientation film was produced by project staff. Presented as a series of colored slides synchronized with a tape recorder, a series of "job interviews" was presented using local youngsters as cast and local settings *as background. This slide-tape film ostensibly covered such topics as* grooming, conduct of a job interview, filling out forms, and job behavior. On a more subtle level it dealt with problems of discrimination, parent-child conflicts, culture-conflict, schooling, impulsivity, and intergenerational tensions.

The group discussion which followed the film usually picked up the covert content and, we believe, shortened the length of group counseling.

Initially most of the applicants were asked to take an aptitude test administered by the Department of Employment, though this procedure was later dropped both because the test proved too threatening to the youth and because the test scores proved to be of little practical use.

Those applicants who did not need these procedures, because they were judged to be immediately employable, were referred to jobs either obtained from the Department of Employment, developed by the Professional Service Corps staff, or from the morning newspapers.

Role of the Staff. Though the Professional Service Corps members who did the intake and led the group discussions had no previous experience as employment counselors, they had other compensating attributes. They were unhampered by the restrictions on time and involvement which usually regulate governmental agencies. They had previous experience in working with various kinds of youth groups and were skilled in techniques of working with groups in a non-authoritarian setting. Their approach was on a person-to-person basis, and they were free to engage in conversation with the youth in areas of concern to the youth and not limited to their employment needs. For most of the youth, this was an unprecedented experience, and many began to arrive daily simply to talk to a sympathetic, non-authoritarian adult.

Some of the youth came twice a week to all the group discussions, and the job orientation sessions began to take on the aspect of an open forum. The range of subjects widened from job opportunities to fighting, narcotics, the police, parenthood, and other problems relevant to their life situations. The structure of these discussions was minimal, and control was exerted only when necessary to encourage the less verbal and to summarize the viewpoints expressed. But factual information, ethical standards and methods of problem solving had a natural relevance to most discussions, and by the use of weighted questions, the group was led to discover that relevance.

The Problems and the Population. From these conversations and discussions, some of the handicaps of the young people became increasingly apparent: their ignorance of basic economics, law, sex and morality; their lack of emotional involvement with their parents; their rootlessness in the community; and their underlying, almost paralyzing fear of any independent or individual action. Most of these problems were too complex and too profound to be mitigated to any perceptible degree by the superficial means available at the Center. Only one of them could be, and in some cases was, modified by the frequent and voluntary contacts between the teen-agers and the staff. This was their fear of doing anything alone, and of going to any unfamiliar place. Since many of them failed to keep appointments for job or Job Corps interviews, members of the staff began to take them to the appointments and often waited for them. Personal conversations with potential employers were a routine preliminary to sending out most applicants, and were also a means of avoiding the referral not only of the unqualified, but also of those whose insecurity would be increased by a failure to get the job. Many were not sent out on any regular referrals since their chances of being hired were too slight and their lack of confidence was already too acute. What originally was thought to be a problem of motivation, i.e., of a negative attitude toward working, came to be seen more accurately as a problem of a deeply rooted sense of inferiority based on the feeling that they were of no use or value to anyone. This feeling made them susceptible to anxiety reactions and they defensivley avoided any new or ego-threatening experience. To counteract this, a personal concern was combined with all kinds of reassurance and encouragement on the part of the staff in the hope that some measure of self-respect might be developed under such influence.

This concern was manifested in many ways. The simplest (and perhaps the most effective) expression of it was an interested listening to their problems and a casual, non-critical interrogation to suggest practical ways of solving them. This was done informally on a person-to-person basis although their "partners" or friends were usually present. In addition, this attitude of concern was "acted out" in a number of ways, such as serving as liason between them and their parole or probation officers (who were openly appreciative of such interest in their clients); contacting vice-principals of the schools to ask for readmission of some who had been expelled; help with tests for a driver's license; loans for carfare, gas and lunches; messenger service to reach those without telephones; help with letter writing and phone calls; and chauffering for any number of reasons.

The information collected from these dialogues was helpful in providing some generalized knowledge about the teen-agers of the area. Racial and ethnic factors divided them in about the same way that such factors divide any mixed group, which was shown not by an overt display of hostility or prejudice but by the arrangement of sub-groupings. Negroes, Mexicans and Caucasians formed slightly separate clumps, and touched only tangentailly. In a discussion involving eight or ten, each member sat beside at least one of his own sub-group since no one attended such a meeting without a "partner". Except for some of the Caucasian boys, new applicants usually came in twos or threes, often accompanied by someone who had come in previously. This was primarily for psychological protection, but in some cases the local gang situation made grouping advisable for physical defense as well. The division by sexes was notable: girls came in with girls, boys with boys. A few married couples came in together, but in only two or three cases did a boy bring in his girlfriend.

The applicants also fell into different socio-economic classes which can be roughly described as lower middle and lower, although the distinctions between them were not always clear. Each class had members of all the racial and ethinic groups, but in general, the lower middle class young people had more years of school, more conventional hair cuts and more self-assurance. There were, however, numerous exceptions. Those who were clearly of this class had the least need of the services at the Center, came in only a few times, were expecting to find jobs, and could have been served equally well by the Santa Monica office of the Department of Employment.

Among the others of both classes, there was an observable difference in levels of maturity. One basic measure of maturity is the ability to foresee consequences and to forego an immediate satisfaction either for a future one or because of the penalty it may entail. It is an ability which enables an individual to stay on a tough or a dull job and to stay out of legal and economic difficulties. This ability was conspicuously lacking in many of the teen-agers. The capacity to see a relationship between an act and the situation likely to result from that act was so poorly developed in some cases that it suggested a deficient mentality, though test scores often did not substantiate this suggestion.

Among the applicants at the employment center were both non-delinquent and deliquent youth whose offenses ranged from minor misdemeanors to felonies. These offenses often seemed to be the result of impulsive rather than premeditated behavior. Both the criminal records and the impulsivity which led to them made these youth difficult to place and, once placed, made it difficult for them to hold a job.

Once the program was fully organized and two additional staff members assigned to job development, there were usually more job openings than there were applicants. The problem was two-fold: finding applicants who had any employability, i.e. work attitudes appropriate to the job interviews, and, for those hired, in keeping them on the job. To deal with the first problem, the decision was made to seek Federal funding for a pre-vocational work training program described under Phase II.

An illustration of the problems encountered in keeping youth on the job once they had found jobs occurred when the VA issued a call for aides, paying $1.25 an hour for a forty hour week. Fourteen applicants were referred from the Center; eleven were driven to the interview by staff members to help them fill out the forms. Thirteen of the applicants were hired, but only five remained on the job more than a week. When asked why they had quit, the responses were: (1) did not have the money for gas to get to work until payday; (2) was confused by the directions given for getting to the location for the physical examination (actually may have been fear of the examination itself; (3) assigned to a building different from the one his friend was assigned; (4) assigned to the neuropsychiatric hospital, about which neighbors who had worked in the wards had told frightening stories; (5) quit because his friend quit. The first reason indicates a basic handicap of any impoverished person in getting or keeping a job - it takes at least some money to be in a position to earn more money. The other four reasons are illustrations of the fearfulness which prevents many in this population from taking advantage of opportunities. To many of these youth, their major support is from their participation and activity in a gang. The new and different work situation was too threatening unless they could face it together. They expressed resentment towards the staff of the VA for trying to separate them, and were so overwhelmed by their own fears and needs that they were not able to understand the employer and job needs.

Thus, while the referral rate was very high, and even the placement rate was high, the number of youth who stayed for any length of time on a job was much lower..

On the basis of these experiences, it would appear that programs which focus only on job development and job placement can expect to meet with limited success among this population segment. While the development of jobs is an important aspect of the war on poverty, the development of the manpower who are to fill those jobs is crucial.

During this phase of the program, no job training was available. However, because a very large number of the young men who applied for jobs said they were interested in Auto Mechanics, an arrangement was made with Santa Monica City College to offer a special class in this subject. The two-hour class was offered twice a week and was taught by the regular instructor; the Center provided tool kits and transportation for those who enrolled in the class. The class was, however, more instructive to the planners than to the students. Though more than 40 youth had expressed interest in the class, and registration was limited to the 20 who expressed the greatest interest, no student attended all classes. In fact, most classes had fewer than five trainees in attendance, even though the staff went to their homes to pick them up for the classes. Because of the constantly shifting attendance, it was difficult for the instructor to maintain a course of instruction. In the hope of increasing interest, the level of instruction was lowered, and this down-grading resulted in the drop-out of those who wanted technical instruction. Despite checks on the distribution and return of the 20 tool kits, virtually all the tools disappeared before the cancellation of the class. It soon became apparent that the motivation was not so much to learn auto repair as a trade, but to get their own cars in good repair, and what was often lacking to accomplish this was a set of good tools!

Results. The employment service operated from January to August (Period I), was closed between August and November for the period between funding, and reopened in November and continued until the project was terminated the following September (Period II). At the end of the first period, the Santa Monica State Department of Employment withdrew its counsellors, and did not send replacements, although cooperation with that agency continued.

During the entire period a total of 721 youth were seen, of whom 31% were Negro, 22% Mexican-American, and 32% Anglo. Since applicants were not asked about ethnicity (this judgment was made by the interviewer) it is possible that a sizable number of the 15% whose ethnicity was unknown were Mexican-American but did not have Spanish sur-names.

CLIENTS AND STAFF

JOB DEVELOPMENT AND TRAINING

	New Clients	Total Clients	Staff
October 1964			2
November 1964			2
December 1964	30	30	3
January 1965	34	64	5
February 1965	65	129	5
March 1965	82	211	10
April 1965	67	278	10
May 1965	54	332	18
June 1965	65	397	19
July 1965	12	409	15
August 1965	10	419	7
September 1965	10	429	5
October 1965	Closed	429	2
November 1965		429	2
December 1965		429	2
January 1966	8	437	2
February 1966	6	443	3
March 1966	45	488	3
April 1966	12	500	3
May 1966	13	513	3
June 1966	69	582	3
July 1966	68	650	3
August 1966	71	721	3

Absorbed by State Service Center

Intake decreased after the program reopened, in part because the backlog of unemployed had already been registered, and because other youth employment programs in the surrounding area increased their services.

A total of 2740 counseling visits were made by the applicants, so that each applicant received a mean of 3.8 sessions of employment counseling; however, the range was from one to over 100 visits.

	Intake	Job Referrals	Mean No. Referrals	Number Placements	Ratio of Referrals & Placements	Ratio Intake & Placement
Period I	409	854	2.0	209	1-4.0	1-.51
Period II	312	686	2.2	176	1-3.9	1-.57

As the program continued a potential applicant had a greater likelihood of being referred for several job interviews (2.2 in the second period compared to 2.0 in the first period). As the job development staff gained experience with the employers of the area, and as the employers came to know the service, a greater percentage of job openings per applicant developed.

It was the consistent policy not to refer the youth for job interviews unless the job was appropriate and there seemed a good likelihood that they might be hired. Thus, the fact that the ratio of job referrals to job placements decreased from 1 to 4.0 in the first period to 1 to 3.6 during the second, and the ratio of intake to placement increased from 1 to .51 to 1 to .61 in the second period meant that as time elapsed, the youth were in any event more likely to be hired and were more likely to be hired on any given job interview. There were several reasons for this:

A. The general labor market during the second period became tighter and employers were more likely to hire any applicants regardless of qualifications.

B. As employers became more familiar with the kinds of applicants available through this employment service, they became more apt to inform the service of appropriate job openings.

C. As the applicants had more job counseling exposure, they became more "job ready" and were more apt to be hired.

Conclusions. The data does not show what percentage of the applicants were hired either through other sources or their own efforts. Nor does it indicate the level of employment or how long the jobs were held once placement was made. These are certainly important criteria in the evaluation of any employment program, and follow-up efforts are being directed to these ends.

It is apparent, however, that the possibility of having many job openings is important since the likelihood of an applicant being hired on any one interview is not high. Persistent job development is a crucial part of any employment program.

Notwithstanding these limitations, the data does indicate that a centrally located employment service, using a variety of outreach and supportive techniques which are unusual in many employment services, does result in the employment of more than half of the applicants.

Phase II

After receipt of an Office of Economic Opportunity grant, the second phase of the program was added for a twelve week period, the duration of the grant. The program was to provide a four week prevocational training, remedial reading, group counseling and discussion schedule aimed at improving work habits and attitudes. Groups of ten young men were placed in either a work shop or work crew situation and paid a weekly stipend of $20.00. This program was reserved for those applicants who were judged the most difficult to place because of skills, attitudes, educational level and police records.

Additional space was rented to house the work shop which was to provide an introduction to wood working and electrical repair. The work crew was initially assigned to building partitions in the main office of the center, and subsequently to working on community buildings which would house Operation Headstart classes.

Since most of the trainees were minority group members, the directors hired to supervise both the work shop and the work crew were also minority members indigenous to the area.

A girls' workshop was opened shortly thereafter; this program was designed to teach catering skills. However, due to a wide variety of code enforcement problems, the facility where classes were to be held was not completed until after the close of the grant period. The girls were, however, taken on field trips, spent part of each day in group discussion on manners, grooming and job interests, and spent part of each day on remedial reading, typing and counseling.

Numerous problems developed, particularly in the work crew, but to some extent in all three work-training programs. The first of these problems involved the staffing of these programs. Each of the programs was headed by one supervisor for ten youth; though care was exercised in the selection of the supervisors, it proved to be almost impossible to find in one individual a combination of understanding and ability to teach the needed skill and the ability to deal with ten unskilled, racially mixed youth, most of whom had previous records of delinquency. The problems were most intense in the work crew, since boys were assigned to different work areas, and it was impossible for one supervisor to maintain control of this scattered group. Since the boys were there because they had limited skill, it was difficult to find jobs of which they were capable, and to provide the instruction and supervision needed for them to complete any task.

At this point, the problems of managing the group were compounded when a rumor grew in the Negro community that the Center was "hiring" the youth for $20.00 a week. Though carefully described to community groups as a work-orientation program, the rumor not only spread, but reached the youth that they were being "exploited". When the time came for the work crew to repair the facility to be used as the Headstart site, there was a total sit-down strike. Members of the work crew insisted: "If the government wants a nursery school, they should pay us union wage to work on it". The complete lack of identification with the community and members of the community at this time became apparent.

In part, the resentment, and at times open and destructive hostility on the part of the trainees, was due to disappointment, no less profound for being unwarranted. The trainees had anticipated the opening of the training program for many weeks; as negotiations took place with the local Community Action Agency and with OEO, various changes took place in the design of the program. Regardless of the actual program, the youth had formed their ideas of what the program would be, basing these ideas more on their hopes and dreams than on anything that was promised.

After several days of destructive acts around the building and increasing hostility and refusal to accept direction from the supervisors, a meeting was called of all trainees, supervisors and agency personnel. It developed that first the trainees felt that they should be receiving union wages for their work; second, some had anticipated the opening of a trade school in which they could select individual courses; and others felt that at the end of the four week training program, they would be accepted into unions as carpenters, electricians and plumbers.

At this meeting it was decided to end the work crew, to attempt to find jobs for all the youth in that program, and to place incoming trainees in the work shop situation. Though work crew members were promised their training allowances for the coming week, and assured that every effort would be made to place all of them, they displayed much bitterness at being deprived of the very program which they were criticizing.

As each of these members were interviewed individually by the employment placement staff, they revealed their disappointments at the change in the program. They expressed anger and bitterness and resentment towards the staff. Though they had refused to work, had done considerable damage to the building and equipment, and refused to accept the limitation of the training allowance, they revealed no understanding of the relation of their behavior to the shift in the program.

Those who were not immediately placed continued to come to the Center daily. Whatever the failures, the program had aroused some real desire for an occupation, and however badly they had behaved, they had experienced briefly the comfortable sense of having somewhere to go and something to do each day. As one of the young men, who had refused to go out on several job interviews eventually said, "I gotta find me somethin' to do. All day they ain't nothin' to do 'cep walk along the street and say 'hi' and walk back along the street and say 'hi' some more.

In an effort to improve the work shop situation and to benefit from the experience of the work crew, several points became clear to the staff. A racially mixed, largely delinquent group of youth are difficult to manage, and more than one staff person can handle, so that both supervisors were put to work in the shop situation.

The expectations and misunderstandings of the community could not be overlooked, and efforts were made to increase community understanding of the program. The trainees had come to expect the warmth, understanding and permissiveness of the women in the employment intake staff, and were unprepared for the simultaneous introduction of men who were both less permissive and had task expectations. The fact that the supervisors were Negro men was important to all three ethnic groups: there was resentment among the Mexican-American and Anglo youth on this point, and the Negro youth, most of whom grew up with strong mothers and absent or intermittent fathers, were unprepared to accept direction and limits from the Negro men. The program in the work shop was revised to allow for more time to be spent in counseling and group discussions with the employment staff, and to reduce the amount of skill training under the supervision of the men.

The work shop, in part because it was inadequate in size to accommodate a group doubled in size, and in part to allow more time for counseling, was put on two half day shifts. Thus each group spent half of the day in the workshop and the other half in remedial reading and group discussion. The work shop continued on this basis until the expiration of the grant.

The girls' workshop also had physical and staff difficulties. As previously mentioned, the facility was not completed until after the end of the grant period, which meant that the girls met in a crowded and inadequate setting. The director of the girls' workshop was a home economist with a wide variety of experience, who was both white and not a resident of the area. The assistant director was a young Negro woman who was a resident of the area, and who felt that, as an indigenous person, she should be the director of the progran. This conflict soon involved the girls in unspoken but insidious ways. As the director established rules on punctuality, when and where the trainees could smoke, as well as guidelines as to putting on make-up while class was in session and chewing gum while on interviews, the assistant director told the girls that this outside woman didn't understand or have sympathy with minority groups, and that they need not follow these rules. Naturally, the girls were quick to perceive these conflicts and maximize them. In a most feminine way, the girls began to play one supervisor against the other. The director tended to become more and more rigid as all the guidelines she established were challenged or overthrown by the assistant director and the girls. However, before these problems became acute, the grant period ended, and intensive placement efforts were made with the girls.

Two of the girls in this program were enrolled in Job Corps, one became pregnant, one dropped out before the completion of the program. All the others were placed in jobs. In spite of, or perhaps even because of the staff conflicts, great changes occurred among the girls. They showed a remarkable improvement in appearance; several who had been out of school for several years and spent most of their days at home and not dressed, showed great increases in their self-confidence and poise. They even seemed to gain in confidence from the conflict with the white supervisor, and for the first time sought jobs aggressively.

Evaluation. Two kinds of evaluation were done on the pre-employment training program. The first was a statistical comparison on what happened to the employment capabilities of those youth who had the pre-employment experience; the second was a staff evaluation of the methods, failures, and ways of improving such a program.

The first evaluation divided a sample of 154 of the 409 youths who applied for employment into three groups. It was not possible to find equal groups, since the 54 youth in the pre-employment training programs were placed there because they were judged to be the least employable.[1] The second group were judged more employable, and the third group highly employable. The question asked was whether or not the increased service and exposure to the pre-employment training program, fraught with problems as it was, could increase the employability of the trainees. Groups I,II, and III were roughly comparable in age, ethnicity, educational level; groups II and III showed differences in attitude, impulsivity and work experience as indicated by appearance, criminal records and previous employment. Characteristics of the three groups were as follows:

> Group I: The 54 youths in the pre-employment training program were judged least employable because of appearance and dress, attitude, work record and social skills. Included were those with the lowest reading achievement level (a mean of 5.0 on the Gray Reading Achievement Test) though their years of educational achievement were just slightly lower than the other two groups. 66% of these youth had never held a full time job. In this group, too, were the youth with the greatest number of felony convictions. Of the 89% who were unmarried, 24% were known to be parents.
>
> Group II: These 58 youth were judged to be in the intermediate level of employability; 74% had held previous jobs. Though not particularly neat or well groomed in appearance, they tended to avoid extremes in hair style and dress. While 88% were unmarried, 14% were known to have children.

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[1] While 54 trainees participated in the pre-employment workshop, this study is based on the 46 who remained througout a full training session.

Group III: This group contained 50 of the youth judged to be most employable. 88% had had previous employment in an average of two jobs. They had the lowest records of convictions, and while 84% were unmarried, only 4% were known to be parents. They were judged to be immediately ready to send on job interviews.

The services rendered to these three groups were not equal, but were tailored to their needs (as shown in table 2):

. Group I: All of these youth were assigned to the workshop or workcrew situations. They had a mean of 35 contacts with the agency; 98% received counseling and 74% job orientation prior to the workshop situation.

Group II: These had a mean of 13 contacts with the agency; 90% of these youth received job counseling and 67% job orientation. Placement efforts followed counseling and orientation.

Group III: These 50 applicants had a mean of 2.6 contacts with the employment agency; 20% received job orientation, 66% job counseling; referral to job openings was made immediately for these youth.

Because of the location of the project, in that it was in a small pocket of poverty surrounded by an affluent area where employment opportunities, particularly into entry level positions, were high, referrals to job opportunities were not a major problem. There were usually a variety of job referrals open. The major problem was in finding appropriate candidates to send for job interviews. There were nearly three times as many job referrals made as there were candidates to fill the positions, and the number of referrals made to any one applicant was high. In fact, one of the trainees was referred to 19 different job openings.

Results. When these three groups were followed up three months after the close of the employment workshop, it was found (as shown in table 3) that 27% of Group I, 26% of Group II and 28% of Group III were employed full time. The unemployment rate[1] which ranged from a low of 31% to a high of 40% is certainly high, but it is not unusually high for a population of teen-aged youth, the majority of whom are minority group members and high school dropouts.

Six months after the close of the program a further follow up was done on those who had been in the workshop; at this time the unemployment rate had dropped to 31%. Perhaps of most significance is the fact that the 11% who returned to school after the close of the training program remained in school.

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[1] It must be pointed out that while Group III was judged to be the most employable from this population, they still are at a low level of employability when competing in the overall job market where average educational and skill levels are much higher. During the course of the project, the staff underwent a general down-scaling of expectations, so that any youth who was a high school graduate and came in neat and well-mannered, looked like a potential Bank President.

Description of 38% Sample of Applicants to Employment Service

TABLE 1

	Group I N 46	Group II N 58	Group III N 50
Mean Age	17.6	18.0	17.6
Ethnicity			
Anglo	46%	57%	54%
Negro	30%	29%	32%
Mexican-American	24%	7%	12%
Mean Number Years of Education	10.1	10.3	10.4
Range Years of Education	6-12	6-14	8-12
Marital Status - Single	89%*	88%	84%
Police Record			
None	63%	74%	78%
Probation	22%	17%	16%
Parole	15%	9%	6%
Previously Employed - Yes	33%	74%	88%

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*Though unmarried, 11 or 24% of this group were known to be parents.

Services

TABLE 2

	Group I N 46	Group II N 58	Group III N 50
Job Orientation	74%	67%	20%
Counseling	98%	90%	66%
Work Crew	30%	-	-
Workshop	70%	-	-
Mean Number of Contacts	35	13	2.6
Range	24-100	7-65	1-5

Status at Time of Followup

TABLE 3

	Nov. 1, 65	Jan. 15, 66	Nov. 1, 65	Nov. 1, 65
Unemployed	40%	31%	31%	40%
Full Time Employment	27 27%	40%	26%	28%
Part-Time Employment	11%	9%	9%	8%
School	11%	11%	6%	15%
Job Corps	2%	2%	17%	-
Military	-	-	2%	8%
Jail	9%	7%	9%	-

While 9% of the trainees in both Group I and Group II were in jail at the time of the follow up, none of Group III members were. Though all three groups were within the draft-eligible age, and the study was done at a time when draft calls were high, the fact that none of the Group I members, only 2% of Group II, and 8% of Group III had gone into military service, is an indication that Selective Service is indeed selective.

Though these were unequal groups who received unequal amounts of service, the study seems to indicate that the effect of increasing counseling and work experience programs for the "hard core" unemployed does enable them to become as employable as a group of similar ethnic and educational background who were judged to be highly employable. The question remains as to how much more employable these youth might have become had the training program been more effectively implemented.

In the second part of the evaluation the staff agreed that many of the problems that developed in implementing the program grew directly from the funding. First, the program was developed with community participation in the planning; as negotiations took place, the grant that was made was for a program quite different from that which the community had helped plan. Even though efforts were made to interpret these differences, many in the community felt that the original program should and would be implemented. They tended to see the Project Director as the person responsible for changes which were made. Second, a program which is funded for three months cannot afford any lead time in getting organized. As facilities were being rented, leases negotiated, trainees were being enrolled, staff was being hired and trained, equipment was being purchased, and trainees were already being disappointed. The physical conditions were hectic, and logistics in a state of flux. Staff who were expected to work 40 hours a week with the trainees had to spend another 30 hours in planning, preparation and evaluation. There was no time for adequate staff training, and even more important, for staff to work out their own interpersonal difficulties and establish workable patterns of command and cooperation. Racial tensions were as common among the staff as among the trainees; adequate staff training in advance of the program could have reduced this.

The program, originally planned as a six month training program, was cut to four weeks. It is unreasonable to assume that four weeks can compensate for eighteen years of deprivation and failure; that attitudes, prejudices, fears and inadequacies can be changed in a few weeks.

The staff also questioned the introduction of "work experience" in the early stages of the program or in such large time blocks. Since resistance to work of any kind was high in the group, had the program been planned to be of longer duration, the early stages of the program might have included more time spent in group discussions, remedial classes, personal counseling on both a group and individual basis, more time for creative experiences in arts and crafts, with a gradual increase in work time and emphasis on work skills.

While there were some positive statistical results from this training program, it was the overall feeling of the staff that of all the components in the demonstration, this was the least successful of the programs. There was a general feeling of relief when the program was not refunded and the workshops could be closed.

Following the close of the workshops, another type of training program was instituted. A series of training programs for Nurses Aides, Hospital Orderlies and Tray Girls was instituted. Trainees were placed in these programs after extensive counseling and guidance. These programs were clear-cut in their goals, and only those interested in becoming Nurses Aide's enrolled in the scheduled programs. Enrollees who completed these courses satisfactorily were assured placement at the end of the program, and all who completed were indeed placed. While these courses appealed to the kind of youth who were categorized as Group II and Group III, they were far more successful in their outcome than the more general pre-vocational training of the workshop situation.

Psychological Testing
As Part of Pre-employment Training
Demonstration Project of the Neumeyer Foundation

Venice 1965

by

Julia A. Sherman, Ph.D.

In the spring and summer of 1965, 46 boys and girls between the ages of 16 and 21, finding it difficult to obtain employment, enrolled in pre-employment training workshops and crews at the suggestion of an employment counselor. Test results were obtained from 32 of these young people who ranged in age from 16 to 20. There were eight girls and 24 boys; of these 12 were Caucasian, nine Negro and 11 Mexican-American. All of the latter spoke English and all but one were born in this country. Only one girl had completed high school; eight had dropped out in ninth grade, 14 in tenth grade , eight in eleventh grade, and one in twelfth grade. Eleven were known to have police records for such offenses as glue sniffing and use of marijuana (4) and/or theft (8). Four were known to be unwed parents.

Testing was undertaken for several reasons: 1) to obtain an objective description of pertinent characteristics of the group so that others might more readily compare their experience with ours; 2) for use in counseling and program planning; 3)for possible use in evaluating the program by later retest; 4)as a trial for possible use in selection of future trainees. The tests used were selected so that they would provide a maximum amount of information that could be easily communicated with a minimum investment of time and skilled personnel, that is, a program sufficiently useful and practical that it could be widely emulated. The test battery took about one half hour to 45 minutes and was individually administered by a housewife working part-time. She had a college degree in dietetics and was already known to be responsible and skilled in dealing with people from her work as a family agent. She was given about ten hours training by the author and was supervised by her. The author first selected and tried out the test battery. The trainees were not suitable for group testing because of their many problems: lack of motivation, test anxiety, poor reading skill, and language and cultural differences. The interfering effects of these factors could not be adequately evaluated in group testings. They were, in short, testing problems.

The Vocabulary Subtest of the Wechsler Adult Intelligence Scale, which correlates .86 with the Verbal IQ, was used as a traditional ability measure.[1] The Verbal IQ is one of the best predictors of academic success. Since the test is orally administered, it could be used with non-readers. It is a recent test; short, easily and objectively scored, and allows an IQ estimate from the most carefully standardized tables available. The scores of the trainees ranged from estimated Verbal IQ's of 61 to 109, the average being an estimated Verbal IQ of 80.6. This score falls at the low end of the Dull Normal range of intelligence. In sharp contrast to this finding, the average Test Quotient on the Porteus Maze Test, a non-verbal measure of ability, was 119.2, the range being from a TQ of 58 to a TQ of 135. On this relatively culture free test, all but one of the trainees obtained a score in the average range or above. This test would appear to be of particular value since it is readily accepted and measures planning and foresight, aspects of intelligence not included in traditional intelligence tests, but vital to everyday intelligent functioning. The trainees appear to have been adequately endowed with intellectual capacity, but nonetheless intellectually retarded in the use of verbal symbols. On Gray's Oral Reading Test, the average trainee read at a 6.2 grade level, the range in reading ability being from grade 1.0 to 12.0.[2] This particular test was selected because of the wide range of ability encompassed in one test, the existence of parallel forms and the ease and brevity of administration as well as, of course, the fact that it is reasonably valid and reliable. Reading orally insured that the individual was indeed trying to read the passage.

The Porteus Maze Test also yields the Q score, a measure relating to impulsive, rebellious and anti-social behavior, e.g. Porteus reports 80% of delinquents having Q scores above the cut-offs (29 for males and 32 for females).[3] Nine of the 32 trainees have such high scores. Only one of these are among those known to have a police record. The average Q for both sexes was 24.53, somewhat higher than the Q score averages for non-delinquent groups which have ranged from 19 to 23, but well below averages of delinquent and criminal groups which are in the 50's.[4] Interestingly enough, so far as the author could discover from police records and community feedback, none of these trainees were arrested in the August 1965 Los Angeles riots.

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[1] WECHSLER, David. *Manual for the Wechsler Adult Intelligence Scale*, page 15. New York, 1955.

[2] GRAY, William S. *Gray Oral Reading Tests*. Bobbs-Merrill Company, New York, 1963.

[3] PORTEUS, Stanley D. *The Maze Test and Clinical Psychology*, page 88. Palo Alto, 1959.

[4] *Ibid., page 90*

The possible usefulness of this score for selection is illustrated by the fact that there were only seven trainees with neither a delinquent record or negative supervisors' report (defined as at least three negative scores of six possible on at least one weekly report). All seven had Q scores below 24. Supervisors turned in a negative report on six trainees; five of these six had Q scores of 24 or more. While there is also considerable overlapping (Porteus estimates 20% of non-delinquents obtain scores over 29 for males and 32 for females), in instances of limited resources or if serious consequences are expected if trainees prove irresponsible, it would be prudent to reduce such risks by adopting a conservative cut-off score even though some who presumably might have benefited from the program would also be eliminated. Or, for example, a conservative cut-off score could be adopted when initiating a program to allow the staff to break in with a more amenable group.

Several conclusions can be tentatively drawn from this pilot study:

A. Non-professional personnel can be easily and well utilized in a fractionated role of psychological testing.

B. Individual testing by a non-professional person using several simple measures in different, pertinent areas is probably better than group tests given by a professional or one test, e.g. a traditional intelligence test individually given by a professional, though obviously, a battery of individual tests given by a professional would presumably be better than the present program. The latter, however, does not seem feasible in terms of time and use of skilled personnel.

C. Although 26 of the 32 trainees had estimated Verbal IQ's below average, all but one had an average at or above Porteus Test Quotient. This discrepancy suggests serious impairment in the use of verbal symbols, a finding supported by the average sixth grade reading level. Nine could not even read at a fourth grade level which, for example, is required to read the Minnesota Multiphasic Personality Inventory.

D. The Porteus Maze Test is a uniquely useful test with this population as it is readily accepted and provides not only a non-verbal measure of ability, but also a measure of delinquent tendencies sufficiently discriminating to be useful in selection.

Section F - The Neighborhood Law Firm

The maintenance of personal dignity and full participation in our society require that citizens have available to them the means of learning and maintaining their privileges and their responsibilities in the community.

A critically important function in developing such informed personal dignity in our society is the function of the lawyer, and this led us to establish a program of legal services beyond those available from legal aid societies. The lawyer's unique role in our society has often been ignored in the development of social services. The law firm is one place a person can go for help without being a beggar. A lawyer is in a unique position to help cut red tape and to bring to bear the official mechanisms of our society to the aid of individuals. A law firm is superb listening ground from which to learn the actual needs in a community and its informal power structure. Further, by providing an adequate mechanism for teaching and helping people achieve their rights, a law firm can provide a unique basis for the development of indigenous community leadership.

We very rapidly enrolled three women attorneys in the Professional Service Corps, along with a legal stenographer, and obtained promises of participation from a number of other attorneys of both sexes. The firm was set up with direct help of officials of the local Bar and the Legal Aid Society, so as to conform to their definitions of an ethically functioning firm. As with other general law offices, there was no restriction on the kinds of cases accepted. Legal counsel was initially made available to families being served in the Family Agent program and then was extended to participants in other parts of the program. Our legal staff was rapidly flooded with work and we soon developed a roster of volunteer practitioners.

After the establishment of a consultant in legal service programs in OEO, we applied for a grant for support and expansion of the program, maintaining the concept of a part-time staff. The local CAP agency objected to this application because of their desire to set up a single county wide program to be served out of two offices, both of which were more than twenty miles from Venice and Ocean Park.

After negotiation, the CAP agency agreed to add a third office in Venice, and we withdrew our application. When Los Angeles Neighborhood Legal Services, Inc. was funded by OEO, they opened a Venice office and absorbed our legal staff and office space. That project is still continuing and has played an important role in Venice. The relationship of these two projects was close, and we continued to use each other's resources as though we were indeed part of the same program. Located two blocks from our headquarters, we maintained an extension of our phone in their office to facilitate easy communication.

In addition to work with clients, their staff assisted in our consumer education program and members of our staff assisted them in intake interviewing and in consultation services.

OEO has recognized the central importance of such legal service programs, and their growth nationally reflects the pressing needs of the poor for effective advocacy in our complex society.

CHAPTER V

Programs Focused on Groups

Section A - Leadership Training

The leadership training program was based on three assumptions:

A. That there was more potential leadership in the community than was presently active in community affairs, and that this potential could be located and developed.

B. That the social, cultural and economic needs of the community could best be understood if residents of the area were provided an opportunity to meet and discuss the needs and gain in the skills needed to participate in the decisions which effected their lives and the community.

C. That agencies and the programs which they operated would become responsive to the needs and suggestions of the indigenous if they were provided an opportunity to be come aware of them.

In order to develop these potentials, a leadership training seminar was initiated. The leader for this group was a psychologist, skilled in group therapy techniques and leadership training and who had extensive experience in the community. For the two years of the project, the psychologist volunteered his time and services.

With the help of two ministers from the area who operated youth groups, those individuals who were already active in community affairs were identified and invited to attend the leadership training sessions. In order to allow for the development of confidence of members of this group, no agency personnel were initially invited, as it was felt that the indigenous leaders would be overwhelmed by the generally high level of communication of the agency professionals.

The original group of 15 selected for leadership training was composed of those individuals, primarily Negro and Mexican-American, who, though not necessarily poor, had been active in the civic and youth-serving organizations of the community. Included were two ministers with active youth groups in their churches, several women who were volunteer leaders of loosely formed teen-age groups, a couple who had been active in promoting a Little League team, and several people who were active in organizations within and outside of the immediate community. They were, in short, the "visible" leaders of the community.

This group remained relatively stable for about six months, meeting twice a month for three to four hours in what were essentially T-group sessions. They had two primary concerns which they expressed and discussed. First, though they were in positions of leadership and had been selected as leaders, they felt that often they had very few followers in that they were unable to arouse much community help for the projects in which they were interested. They were interested in gaining from these sessions skills and techniques by which they could arouse more interest and participation in the community. A second area of interest developed as the Economic Opportunity Act was passed, and that was in developing a group which could work together to receive funds as a Community Action Agency.

As knowledge of the existence of this group, as a leadership training group, became known throughout the community, an increasing number of people began to attend the meetings, primarily to challenge the concept that these were indeed the leaders of the community. As new people came to the meetings, a frequent opening statement was, "What gives you the right to speak for me?", or, "you're not poor, you don't represent the community". At this time the group decided that all meetings should be open to anyone interested in community problems. Gradually attendance grew to about 35 people, and the focus of the group changed from leadership training to an open forum. Meetings were then scheduled for one evening a month.

By this time the decision had been made to operate poverty programs on a county-wide basis under the county CAP agency, and that there was little point in attempting to develop a community group to be the recipient of CAP funds. By this time, also, the application for a CAP grant made by the Neumeyer Foundation had been denied; after negotiations, the Foundation received a Research and Demonstration grant for a program much less comprehensive than the original plan. Disappointment in the group at not being able to plan and operate its own Community Action Program was high, as was resentment toward the Foundation at not being able to deliver the full range of program initially applied for.

As time went on, a number of poverty funded programs, part of the county-wide packages, were introduced: Two "Teen Posts", various Headstart programs, the Legal Services Program, the Neighborhood Adult Participation program, and a Camp Fire Girls Program. Sessions of the Venice Forum, as it now became known, centered more and more on complaints about the inadequacies of these various programs. Heated discussions were held around such concerns as the fact that decisions for programs were being made outside of the community which it was to effect, that programs directed toward the poor should employ the poor as directors and staff for the programs, and that the old leaders had been ineffective in representing the needs of the people and in wresting power from "downtown". Efforts of the group leader were focused on keeping communication between these groups open and in attempting to get Forum participants to devise and carry out plans by which they could gain access to the decision-making channels which affected their community. For the first time some of these contenders for positions of leadership began to make themselves heard inside and outside of the community: they went to school board meetings, had police-community conferences, made demands on the county-wide CAP agency and on the Bureau of Public Assistance.

With the growth in its size and the change in the composition of the group, the Forum became a place where all factions in the community were represented, and could present their ideas, plans and complaints. It also became the place where outside agencies and individuals came, both to learn about events and programs in the community, and to present their programs and develop new avenues of reaching their target population.

What happened in the two years between the initiation of the Leadership training seminars and the resultant self-perpetuating Venice Forum has been duplicated many times in many communities throughout the country. The introduction of poverty funds into the community acted as a catalyst to stimulate the growth of new leadership. Conflict became intense as competition for jobs, power, and status developed, and the positions of those established leaders were challenged. A new group of "Young Turks" emerged to challenge society, its institutions and its immediate established leadership.

In this community, the conflict has been partially resolved by separating the paid jobs from the positions of membership on boards. Of the original group of "visible" leaders, most are still active on various boards of community groups and agencies, and only one is employed as the director of a poverty-funded program. However, six of the "contenders" are employed as directors or senior staff in poverty-funded programs. Thus the established leaders have been able to maintain some of their decision-making positions, while the new leaders have achieved jobs in which they can be influential, and the community has gained by having a broader base of leadership and representation.

While, in a sense, "a bad time was had by all", the conflict enacted at Forum meetings resulted in three phases of growth: from a position of leadership training for established leaders, the group grew to include new, more militant leaders, and finally, also, members of the agencies and institutions of the wider community interested in working towards mutual goals. Neither the integrity and sense of committment of the established leaders, nor the skill of the group leader can be overlooked as contributors to this difficult but vital growth process.

As an ongoing institution, six months after the withdrawal of the professional leader, the Venice Forum has become the vehicle whereby the community has found its voice.

Section B - Consumer Education and Family Skills

Consumer Education

In recognition of the fact that the poor not only have less money to spend for consumer items, but that they frequently get less for what they do spend, a Consumer Education program was established. There were two phases to the program: first, a concern to develop a program aimed at educating the low income consumer on how to shop for food, meet health needs, housing, insurance money and credit, how to budget and manage money, and, second, a program concerned with the marketplace - how to help consumers and the community assess and monitor merchants of goods and services.

Because these problems were common to most of the families served, the organization of a program around these topics offered a basis for the introduction of a group experience in the lives of the adults who participated.

A series of workshops at the center was offered (outline of content follows). Both a pick-up and a baby sitting service were provided for those attending the workshops. For each workshop, everyone who had ever attended any of the previous workshops was called in advance and asked if they would like to have transportation provided to attend the session. In spite of these considerable efforts and services, attendance was not remarkable. A total of 119 people attended, with an average attendance of seven. A variety of methods was attempted to increase participation, and the most effective way found was to sponsor "Consumer Education Parties", in much the same way that commercial products are sold exclusively through home-held parties. A hostess willing to have her home used was found, and her only responsibility was to provide the place and invite her friends and neighbors. The consumer education specialist arranged for all needed items - chairs, tables, refreshments, baby sitters, hostess and door prizes. Response to this plan was quite positive, and seemed to reach many people who seldom if ever attended other types of community meetings. Several of the hostesses volunteered their homes several times and were delighted to be able to "give parties" at no cost to themselves or those who attended. Those parties which were held during the evening and were concerned with such topics as borrowing money, buying a car, and consumer fraud attracted a sizable number of men. Some of these parties were held entirely in Spanish, some in a combination of Spanish and English, and some in English only depending on the composition of the group. This plan was developed rather late in the program, so that fewer parties than workshops were held. A total of 84 individuals attended the parties with an average attendance of eleven. After the various experiments with methods of attracting the target group, this proved to be the most effective method.

Both workshops and parties were designed to include a demonstration, movie or display. Visual techniques, including displays and samples of the product or item discussed, were used whenever possible. An attempt was made to have each of the participants in either the workshop or the party leave with something: a sample of the product being discussed, if possible, or literature if no sample was available.

In addition to the workshops, displays were made and consumer education materials distributed through the library, Operation Headstart classes, Home Management classes, Teen-age youth groups, Teen Posts, Churches and other community groups. At all community meetings, a table was set up for the display and free distribution of materials developed by the consumer education specialist and of materials gathered from other sources. Samples of the materials developed in this program are included in this report. The general feeling, however, is that though there was widespread distribution of literature, and though it was written in basic English and Spanish, it often failed to be read. Despite its simplicity, it was found that further explanation was needed for the material to be understood. The conclusion of the consumer education specialist and of the Family Agents who helped distribute the material, was that the written word was not very effective in reaching the target population.

At each Family Agent meeting, the consumer education specialist made a brief presentation aimed at increasing the ability of the Family Agents to help the families served deal with their consumer problems. Family Agents could and frequently did seek the services of the consumer education specialist in providing consultation or intervention in budgeting problems, time-payment problems, consumer fraud cases and other consumer problems.

The consumer education specialist was available one morning a week at the Center for consultation on consumer problems from any individual in the community. Those problems which would not be dealt with by the specialist were referred either to Neighborhood Legal Services or the division of Consumer Fraud of the Public Defenders office. The Better Business Bureau and other consumer resources were helpful in dealing with some of the problems which arose.

Community Action. The consumer education classes toured local grocery stores and talked with the managers about problems they found in relation to these stores. One large supermarket which had consistently failed to have advertised specials available in this community began carrying these specials after several complaints from members of the workshops.

Members of the workshops distributed petitions supporting the Truth in Packaging bill and one to include Vitamin D in powdered non-fat dried milk. For most of the workshop participants, this was a first experience in circulating a petition and in communicating with their congressman.

Through the efforts of the consumer education specialist, a local Consumer Council was organized which included the active participation of the attorneys from the Neighborhood Legal Services, the instructors from the Home Management Classes of the Board of Education, and the Venice Branch Library, as well as the Pacific Community Center. This council sponsored a series of meetings on consumer fraud and problems in the area of time payment purchases.

Venice Credit Union. Through the efforts of the consumer education specialist and others on the Center staff, an organizer for the California League of Credit Unions was contacted and a Credit Union for residents of this low income area was organized and received a charter. Considerable time and effort was devoted to finding and gaining the participation of a responsible group of citizens to serve as the Board of Directors of this Credit Union. This was accomplished, and the Credit Union is now an ongoing organization; though assets are limited, there are over 100 members of the Credit Union and optimism is high for this as a developing source of both savings plans and loan plans for this community.

CONSUMER EDUCATION PROGRAMS

Consumer Education Programs will be offered by Cynthia Ratner weekly on Wednesdays from 10 - 11 a.m. except for the first Wed. of the month, at the Family Skills Center, 1720 Main St., Venice.

Wednesday, April 20th	CONSUMER EDUCATION Good shopping practices Packaging and labelling Finding the price per unit Guest Speaker: Mr. Robert McLaine Assoc. of Calif. Consumers
Wednesday, April 27th	COMPARISON SHOPPING Care, grading - demonstration & testing meat; egg grading
Wednesday, May 11th	LIFE INSURANCE AND AUTOMOBILE INSURANCE Bicycles: Liability for - tickets on bicycles, liability, fire & home owners insurance
Wednesday, May 18th	GUEST SPEAKER Mrs. Dillon - Dairy Council
Wednesday, May 25th	BUYING COSMETICS AND DRUGS Shopping at discount stores Health insurance and health rackets
Wednesday, June 8th	BUDGETING Movie on money management
Wednesday, June 15th	CREDIT Interest rates How to figure the cost of credit Guest Speaker on Credit Unions
Wednesday, June 23rd	BUYING APPLIANCES & SEWING MACHINES How to save on utility bills
Wednesday, June 30th	HOUSING Renting an Apartment Buying a House

Bring Your Friends + Neighbors

A NEW YEARS TASTING PARTY

COME AND TASTE THE BEST FOOD BUYS

FOR YOUR MONEY

LEARN TO MAKE YOUR FOOD DOLLAR WORTH MORE AT THE MARKET

Save $

Save $

A Consumer Education Program
sponsored by

THE PACIFIC COMMUNITY CENTER OF THE NEUMEYER FOUNDATION

WEDNESDAY, JANUARY 12, 1966 10:00 A.M.

1720 Main Street
Venice, Calif.

392-4891

VENICE CONSUMER COUNCIL

Neighborhood Legal Services Society, Inc.
Pacific Community Center
Home Management Class, Board of Education
Venice Branch Library

What is consumer education?

Consumer Education is protection in buying - for yourself - for your friends and neighbors.

READ a contract before you sign it, including the fine print.

NEVER sign a blank contract.

DON'T RUSH INTO BUYING ANYTHING!

If it is legitimate, it will be there tomorrow.
Discuss it with someone else before you buy.
AFTER you sign may be too late.

If you don't understand everything, don't sign anything.

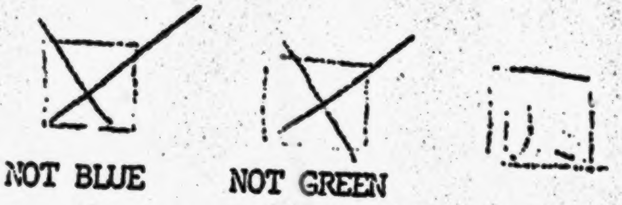
WHO TO ASK FOR HELP:

Neighborhood Legal Services Society, Inc.	392-4177
Legal Aid Society	EX 3-1488
Better Business Bureau	MA 7-0571
Consumer Reports and Consumer Bulletin (ask your librarian)	
Pacific Community Center, Consumer Ed. Dir.	392-4891
NAAP Office Consumer Aide	EX 9-7737

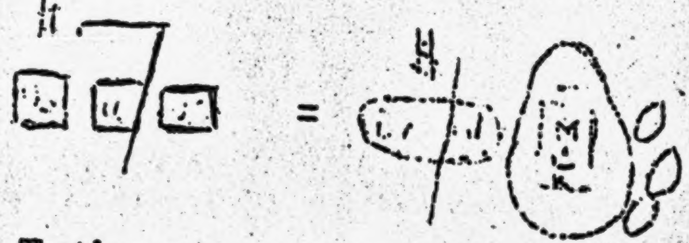
3/15/66

WHAT ARE FOOD STAMPS?

Food stamps are the government's way of helping you get more food than you would get for your money.



$7.00 worth of U. S. Food Stamps may be worth $10.00 or more at the Grocery store.



That's pretty good arithmetic, isn't it????????

WHO CAN BUY FOOD STAMPS?

→ PROBABLY YOU

If you are receiving county aid or your income is very low.

You must show a special card to buy Food Stamps.

If you are receiving county aid, call your Social Worker to get a card.

If your income is very low, call the Bureau of Public Assistance to apply:

GR 9-4421

WHERE CAN I BUY FOOD STAMPS?

Starting December 15, 1965 you wil be able to buy them at:

Bank of America	185 Windward Venice
Bank of America	3032 Wilshire Santa Monica

WHERE CAN I SHOP WITH FOOD STAMPS?

Most of the stores where you can shop with FOOD STAMPS will have posters in the window. You can buy any food you need with FOOD STAMPS except:

Pet Foods

Food from Other Countries

Alcohol and Cigarettes

IS THERE A HITCH ?

NO. It's a good deal. But you must buy FOOD STAMPS on a regular basis to be allowed to continue getting this bargain.

If you have any more questions, ask your Family Agent.

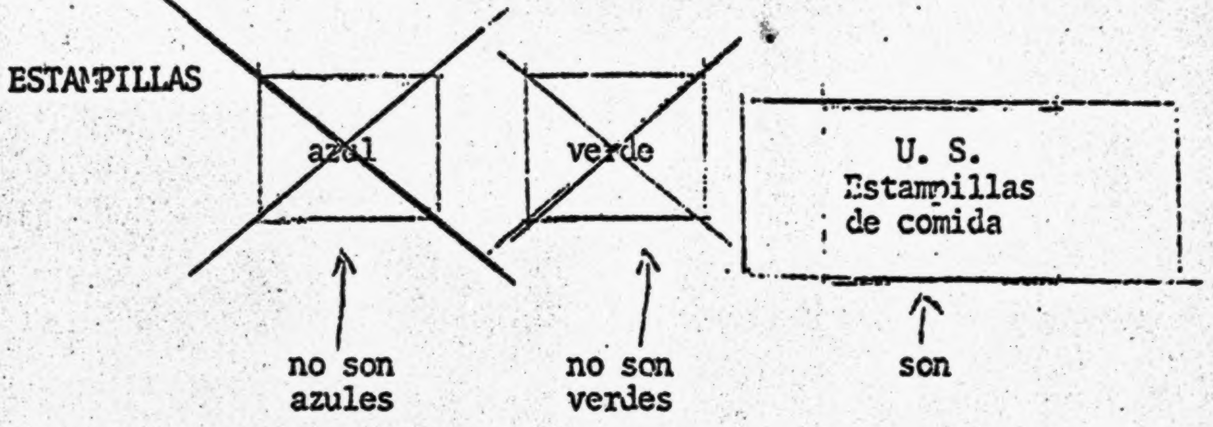
A service of the Neumeyer Foundation Consumer Consultant.

Pacific Community Center
1324 Pacific Avenue
Venice, California 90291

PACIFIC COMMUNITY CENTER
1324 Pacific Avenue
Venice, Calif.

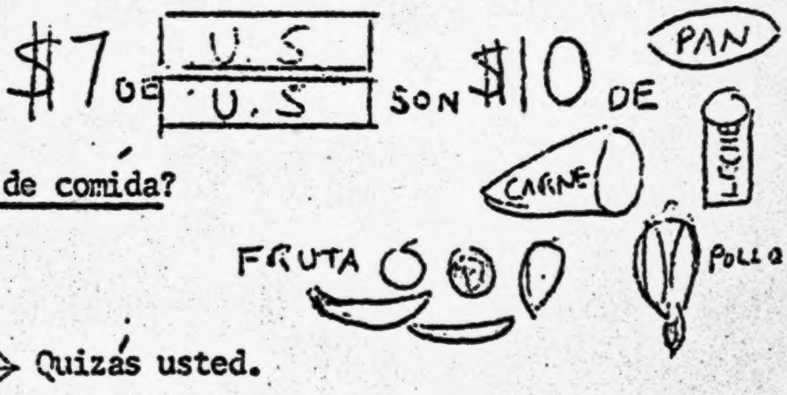
¿QUE SON ESTAMPILLAS PARA COMIDA?

El gobierno quiere ayudarle comprar más comida, y con las estampillas le dan más por su dólar.


ESTAMPILLAS
azul
verde
U. S. Estampillas de comida
no son azules
no son verdes
son

Estampillas de comída que cuestan $7.00 pueden valer $10.00 o más en el supermercado.

¿Eso es un buen ahorro, verdad?


$7 DE
U.S
U.S
SON $10 DE
PAN
CARNE
LECHE
FRUTA
POLLO

¿Quién puede comprar estampillas de comida?

→ Quizás usted.

Si ud recibe ayuda del condado o si su salario es muy bajo.

Tiene que mostrar una tarjeta especial para comprar estas estampillas si recibe a yuda llame por telefono a su visitante social.

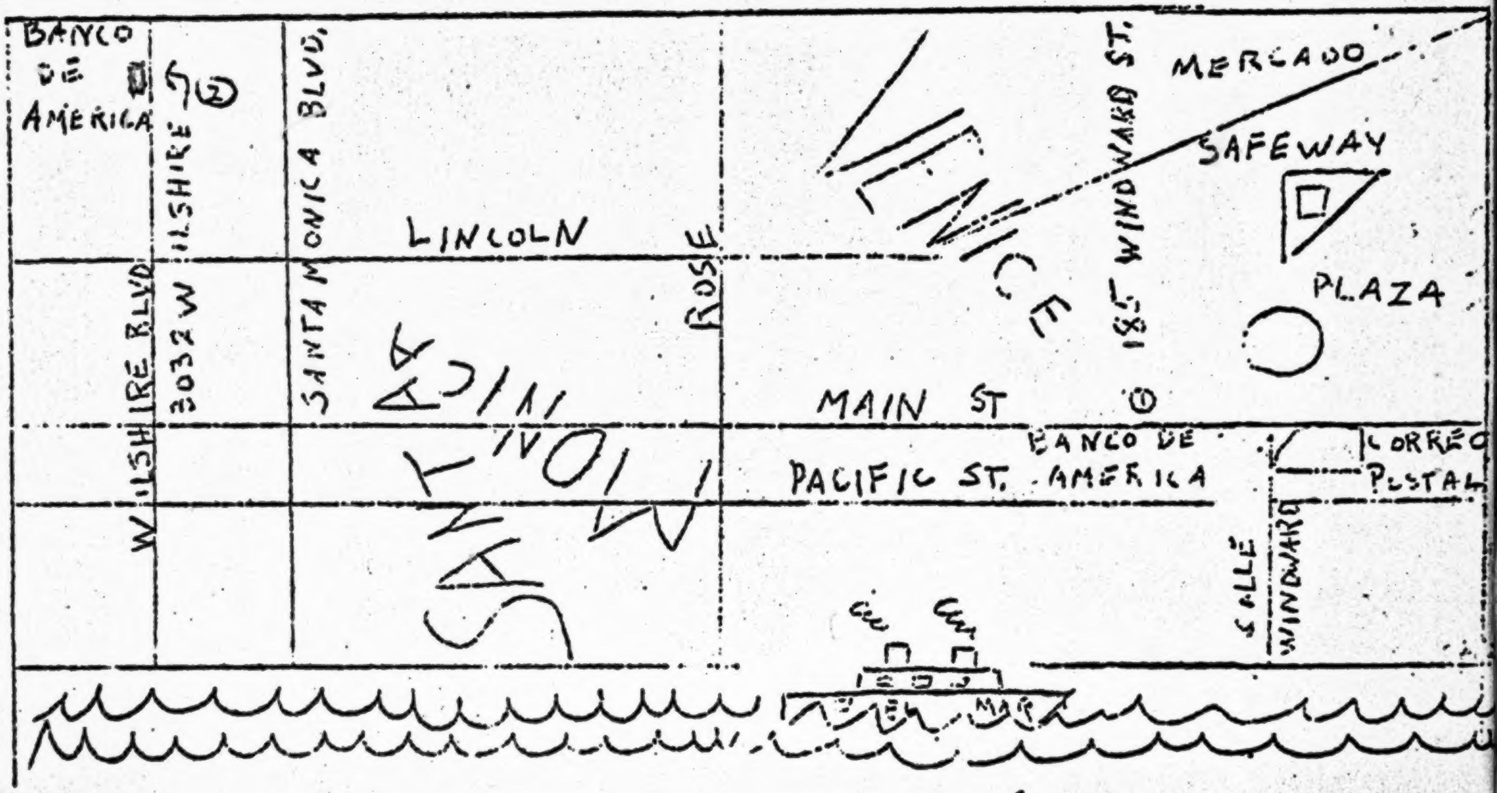
Si su ingreso es muy bajo, llame al "Bureau of Public Assistance" "Secretaría de Asistencia Pública" para pedir una tarjeta.

GR 9-4421

Adonde puedo comprar estampillas de comída?

Empezando el 15 de Deciembre, de 1965 ud puede comprarlas en los siguentes bancos:

① Bank of America	185 Windward Venice
② Bank of America	3032 Wilshire Blvd. Santa Monica


BANCO DE AMERICA
②
WILSHIRE BLVD
3032 WILSHIRE
SANTA MONICA BLVD.
LINCOLN
SANTA MONICA
ROSE
VENICE
18.T WINDWARD ST.
MERCADO
SAFEWAY
PLAZA
MAIN ST
①
BANCO DE AMERICA
PACIFIC ST.
CORREO POSTAL
CALLE WINDWARD
MAR

¿ Adonde puedo hacer compras con estampillas de comída?

La mayoría de los mercados en donde puede comprar con estampillas de comída tendrán un cartelón en sus ventanas. Se puede comprar toda la cómida que ud necesita.

MENOS:

Alimentos para su perro o gato alimentos, importados de otros países bebidas alcohólicas y cigarillos.

¿ Hay algún engaño ocultado?

No. Le da buenas ahorros. Pero tiene que seguir comprando estampillas con regularidad para no perder el privilegio de esta ganga.

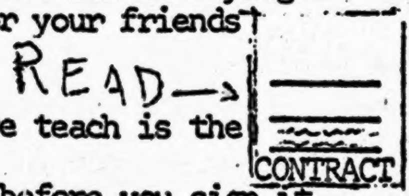
Si tiene otras proguntas acerca de esta oferta, hable con su agente de familia en la Neumeyer.

VENICE CONSUMER COUNCIL

Neighborhood Legal Services Society
Pacific Community Center
Home Management Class, Bd.of Educ.
Venice Branch Library

What does the Venice Consumer Council do? This council wants to teach consumer education to the people of Venice.

What is consumer education? Consumer Education is protection in buying = for yourself, for your friends and neighbors.



A part of what we teach is the following:

READ a contract before you sign it, including the fine print.

NEVER sign a blank contract.

Don't rush into buying anything! Think before you buy.

If it is legitimate, it will be there tomorrow.

Discuss it with someone else before you buy. After you sign may be too late.

If you don't understand everything, don't sign anything.

What the salesman tells you doesn't count if everything he promises is not written down in the contract.

If you need help, or if you have questions or need more information on this subject, you can call:

Neighborhood Legal Services	392-4177
Consumer Educ. Director, Pacific Community Cntr.	392-4891
Legal Aid Society	393-1488
Better Business Bureau	MA 7-0571
NAAP Office Consumer Aide	EX 97737

EL CONSEJO DE LOS CONSUMIDORES DE VENICE

Neighborhood Legal Services, Inc.
Pacific Community Center
Home Management Class, Bd.of Education
Venice Branch Library

¿Qué hace el consejo de los Consumidores de Venice? Ese consejo quiere educar a los consumidores de Venice.

¿Qué es educación de consumidores? Educación de consumidores consiste en aprender como hacer compras es para Ud., para sus vecinos, y para sus amigos.

DIÑERO

Parte de lo que nosotros enseñamos es lo siguiente;

Lea el contrato antes de firmarlo, incluyendo el tipo fino.

Nunca firme un contrato con espacios vacíos.

No compre a prisa! Piense antes de comprar.

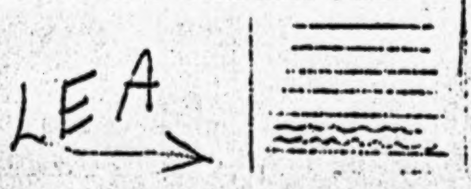
Si la ganga es legítima Ud. tendrá la misma oportunidad mañana.

Hable con su marido o otra persona antes de comprar. Después de firmar puede ser demasiado tarde.

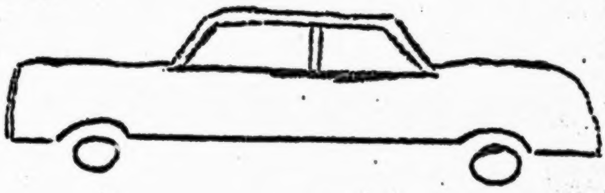
Si no entiende todo, no firme nada.

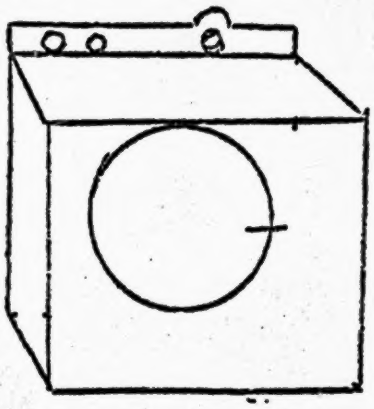
Lo que dice el vendedor no vale nada si todo lo que dice no está escrito en el contrato;
Si necesita ayuda;
Si tiene preguntas o quiere mas información sobre este asunto, Ud. puede llamar a:

Neighborhood Legal Services	392 -4177
Consumer Education Director, Pacific Community Center	392-4891
Legal Aid Society	393-1488
Better Business Bureau	MA 7-0571
NAAP Office Consumer Aide	EX 9-7737

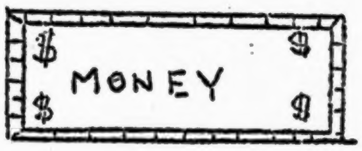


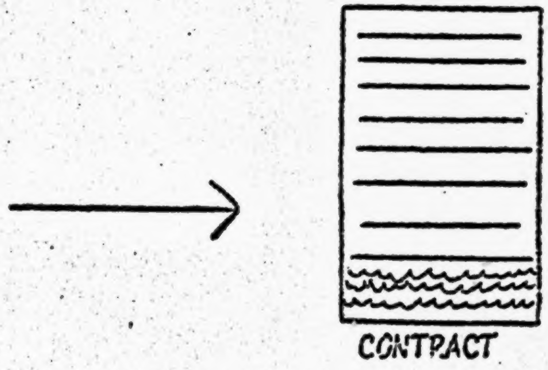
Would you like to know how to avoid being gypped when you buy large items like appliances and cars?



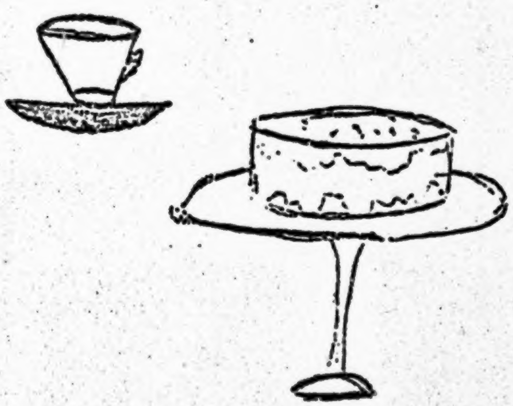


Would you like to learn what your rights are and what the store's rights are when you sign a contract?





A lawyer from Neighborhood Legal Services will be our guest speaker at the monthly Consumer Education meeting of the Pacific Community Center. This will be held on Wednesday, April 13th at 10:00 A.M. at 1720 Main Street.



Child care will be provided and refreshments will be served.

Come and learn how to help yourself!

Admission is free and all residents of Venice and Ocean Park are welcome.

VENICE CONSUMER COUNCIL

Learn how to protect your rights against high-pressure salesmen and unwanted contracts.

Come and hear a lawyer from Neighborhood Legal Services Society tell you how to help yourself.

____________, ____________________, at ________________ at the
home of ____________________ ____________________.

Refreshments will be served and the public are welcome.

Spanish will be spoken also.

Sponsored by the Venice Consumer Council.

Aprendan como protegir sus derechos contra vendedores agresivos y contratos que Uds. no desean.

Vengan y escuchen a un abogado de Neighborhood Legal Services quien va a explicarle como ayudarse a Ud. mismo.

____________el ________________ de____________1966, en casa
de ____________________ ________________.

____________________a las ____________________.

Se va a servir cafe.

Se va a hablar Español También.

Gratis

Un projecto del Consejo de los Consumidores de Venice.

Venice Consumer Council

Aprendan como protegir sus derechos contra vendedores agresivos y contratos que Uds. no desean.

Vengan y escuchen abogados de Neighborhood Legal Services Society Inc., quienes van a explicar como ayudarse a Uds.

Martes, el 15 de Marzo, 1966, a las ocho (8:00 P.M.) en casa de Sra. Chavez, 710½ California St., Venice.

Se va a servir cafe.

Se va a hablar Español.

Gratis

Un projecto del Consejo de los Consumidores de Venice.

&

Learn how to protect your rights against high-pressure salesmen and unwanted contracts.

Come and hear lawyers from Neighborhood Legal Services Society Inc. tell you how to help yourself.

Tuesday, March 15th, at 8:00 P.M. at the home of Mrs. Chavez, 710½ California Street, Venice.

Refreshments will be served and the public is welcome.

Spanish will be spoken.

Sponsored by the Venice Consumer Council.

PACIFIC COMMUNITY CENTER
1324 Pacific Avenue
Venice, Calif.

65

PACIFIC COMMUNITY CENTER
1324 Pacific Avenue
Venice, Calif.

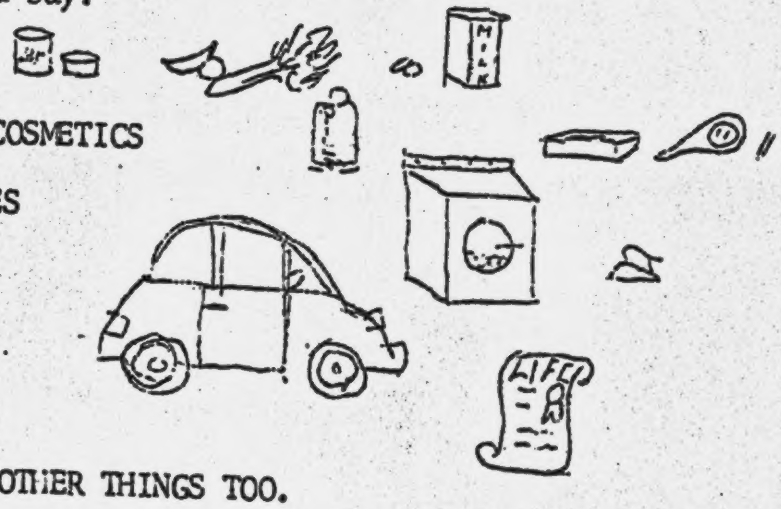
CONSUMER EDUCATION

$ $ $ $ Save $ $ $

DO YOU WANT TO LEARN HOW TO BUY MORE FOR YOUR MONEY?

Come to our classes in Consumer Education. You will learn to save money when you buy:

FOOD
DRUGS & COSMETICS
APPLIANCES
CARS
INSURANCE



AND OTHER THINGS TOO.

WHEN: 10 - 11 every Wednesday except the first Wed. of the month.

WHERE: 1720 Main Street, Venice

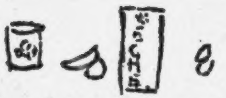
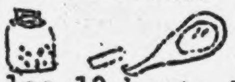
WHO: All residents of Venice and Ocean Park

We provide child care for children over 1 1/2 years at no charge.

For further information, please call 392-4891, Pacific Community Center.

$ $ $ $ $ $ $ $ $

¿ Quiere Ud. aprender cómo comprar más por su dinero?
Venga a nuestras clases de Educación como Consumidores!
Ud.va a aprender cómo ahorrar cuando Ud. compra:

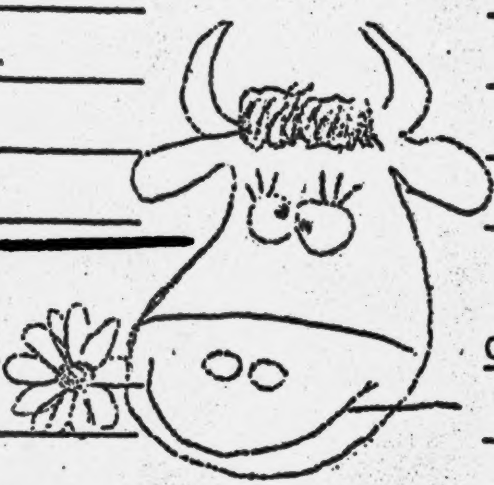
ALIMENTO	MEDICINA y COSMETICOS	UTENSILIOS	CARROS	ASEGURANZAS
				

¿CUANDO? de las 10 hasta las 11 de la mañana todos los miérooles salvo el primer miércoles del mes.
¿DONDE? 1720 Main St., Venice
¿QUIEN? Todos los que viven en Venice y Ocean Park.

Cuidames gratis a los niños, de más de 1 año y medio.
Para mas informacion, el numero de teléfono es 392-4891.
PACIFIC COMMUNITY CENTER del NEUMEYER FOUNDATION.

SHOPPING LIST

BREAD & CEREAL & FLOUR



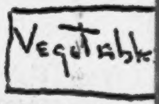
DAIRY PRODUCTS

MEAT

MISCELLANEOUS

PACIFIC COMMUNITY CENTER
Neumeyer Foundation - Demonstration Project
1324 PACIFIC AVENUE
VENICE, CALIFORNIA 90291

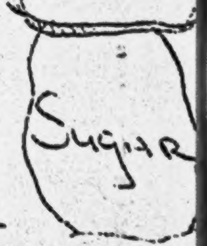
FROZEN FOODS



CANNED FRUITS & VEGETABLES

FRESH FRUITS AND VEGETABLES

SPECIALS



CAMBIOS EN CUIDADO MEDICAL Y DENTAL

Desde el primero de Marzo la gente que recibe ayuda para los niños del condado puede recibir más cuidado medical y dental. Estos servicios son gratis.

Los adultos y los niños son permitidos ir a cualquier dentista quien acepta pacientes recibiendo ayuda del condado. Los adultos pueden ahora recibir las muelas postizas si las necesitan. También, ellos pueden rellenarse las muelas. Toda la familia puede ir al dentista para exámenes dos veces por año. De esta manera el dentista hallará las cavidades antes de que Ud. tenga dolor en la muela.

Si Uds. piensan que necesitan anteojos, Ud. o sus hijos puede ir a cualquier optometrista quien acepta pacientes recibiendo ayuda del condado. Él va examinar sus ojos y darle anteojos si es necesario. Algunas veces si Ud. los rompe, se va repararlos gratis.

Después de su primera visita al dentista o al médico de ojos, probablemente Ud. debe esperar un tiempo hasta que pueda recibir la atención que necesita. Eso es porque el govierno tiene que llenar unos papeles.

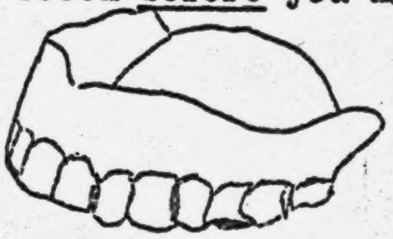
Un Servicio para la Educación de los Consumidores presentado por

Pacific Community Center del Neumeyer Foundation-
1324 Pacific Avenue
Venice, Calif. 90291
392-4891

CHANGES IN MEDICAL AND DENTAL CARE

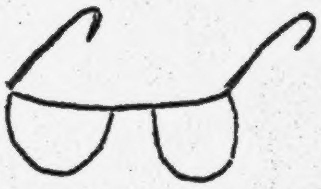
Starting March 1, 1966 people getting County aid for children can get more medical and dental care free.

Grownups and children can go to any dentist in the neighborhood who will take patients on County aid. Grownups can now get false teeth if they need them. They can also have holes in their teeth filled. Children and grownups can go to the dentist for check-ups twice a year. This way the dentist can find the holes in your teeth before you have a toothache.



If you think you need glasses you or your children can go to an optometrist or opthalmologist who accepts County aid patients. He will examine your eyes and give you glasses if you need them. If you break your glasses, you can have them fixed.

After your first visit to the dentist or eye doctor, you will probably have to wait a while to get the care you need. This is because papers will have to be filled out by the government.



A Consumer Education Service of:

Pacific Community Center
1324 Pacific Avenue
Venice, Calif.

PACIFIC COMMUNITY CENTER
1324 Pacific Avenue
Venice, Calif

Buy Wise!

Compre con Sabiduría

Would you like to save money when you buy eggs? By knowing what the label on the egg carton means, you can find the best buy for your money. The government makes sure that the size (Medium, Large, Extra-large, etc) and the quality (Grade A, AA, etc.) are written on every carton.

The size is marked according to the weight of the eggs. Each dozen "Extra Large" eggs must weigh one pound and eleven ounces. Each dozen "Large" eggs must weigh one pound and eight ounces, and each dozen "Medium" eggs must weigh one pound and five ounces. These weights stay the same no matter what grade they are in. The size & grade are not connected in any way.

Most of the eggs which you find in your market are either Grade AA or Grade A. The difference between them is usually that Grade A eggs have a thinner white which spreads out a little more than the Grade AA whites. Both kinds are just as good for your family.

If you can, you should buy only eggs that are refrigerated in the store. The cold keeps the eggs fresh. This is true for your eggs at home too. Put them in your refrigerator as soon as you get home from the store.

Eggs are a good buy for your money, so BUY-WISE when you buy eggs!

¿Quiere Ud. ahorrar cuando Ud. compre blanquillos? Si Ud. sabe lo que quiere decir la etiqueta en la caja, Ud. puede hallar la mejor ganga. El gobierno se asegura que el tamaño (medium, large, extra-large) y la calidad (Grade A, AA, etc.) de los blanquillos están escritos en cada caja.

El tamaño se marca conforme a cuánto pesan los blanquillos. Cada docena que se marca "extra-large" tiene que pesar una libra y 11 onzas. Cada docena que se marca "large" tiene que pesar una libra 8 onzas y cada docena que se marca "medium" tiene que pesar una libra y 5 onzas. Esos pesos quedan los mismos aun cuando son de diferentes calidades. El tamaño y la calidad (el grado) no tienen ninguna conexión.

La mayor parte de los blanquillos que Ud. hallará en su supermercado son o "Grade A" o "Grade AA". La diferencia entre ellos es que los blanquillos de "Grade A" tienen las claras que se extienden más y son más transparentes que son las claras de los de "Grade AA". Tienen las misma vitaminas.

Si se puede, es mejor comprar blanquillos que están regrigerados. El frío tiene guardada la frescura de los blanquillos. Eso es verdad en su casa también. Póngalos en el refrigerador tan pronto como sea posible cuando Ud. vuelva a su casa del mercado.

Los blanquillos son buena ganga. Cómprelos con sabiduría!

Buy Wise!

Compre con Sabiduría!

PACIFIC COMMUNITY CENTER
Neumeyer Foundation-Demonstration Project
1324 Pacific Avenue
Venice, California 90291

HEALTH WORKSHOP

Learn How:

To find low cost Medical Care

To save money on Medicines

To get Health andAccident Insurance

To avoid Food Fads and Health Rackets

Who?

Anyone in Venice-- Ocean Park

Where?

The Pacific Community Center

1720 Main Street, Venice

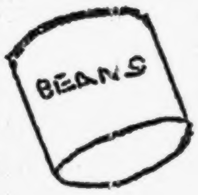
392-4891

When?

Wednesday, March 9th, at 10 A.M.

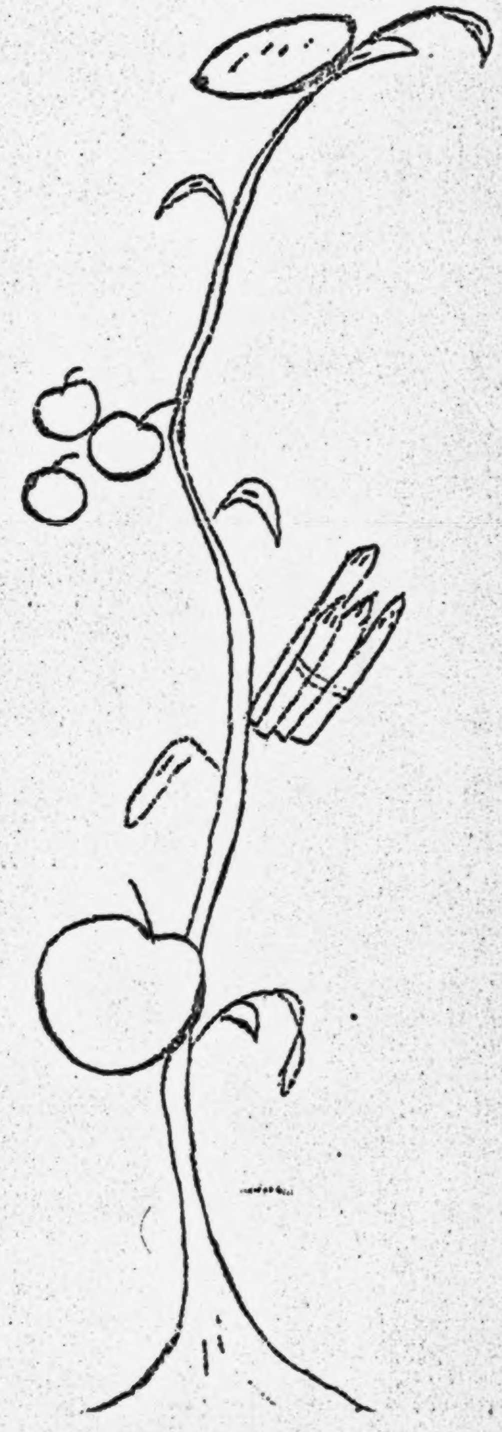
Refreshments and Child Care will be provided.

A Consumer Education Program, sponsored by the Pacific Community



CANNED GOODS

Here are some of the lower-priced canned goods which you will find in your market in the Venice area. Many of them are "Standard Grade." This means that they usually do not look as nice as some of the higher-priced brands but they are just as good for you and have fine flavor. This is a good way to save money on food.



FOOD GIANT

"Double Luck" green beans
"Magic Chef" fruits and vegetables
"Sunny Hills" asparagus
"Dixie Dandy" sweet potatoes
"Kitchen Favorite" corn
"Sylvan" figs
"Mann's" applesauce

HUGHES

"Springfield" fruits and vegetables
"Gay 90's" peaches and apricots
"Hit Parade" apricots
"Dixie Dandy" yams

LUCKY'S

"Early Garden" pears
"Harvest Day" fruits and vegetables
"Double Luck" green beans

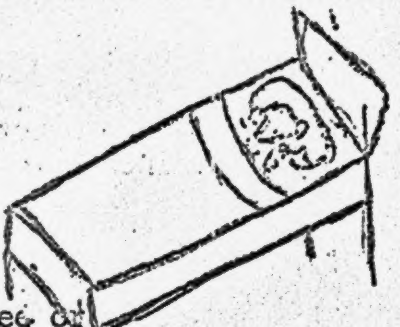
MARKET BASKET

"Hillcrest" fruits and vegetables

SAFEWAY

"Dessert" fruits and vegetables
"Highway" fruits and vegetables
"Gardenside" fruits and vegetables
"Town House" fruits and vegetables

THRIFTIMART



MEDICAL CARE
in
WEST VENICE & OCEAN PARK

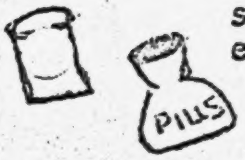
There are a number of places you can go for free or low cost medical care. It is always a good idea to telephone first to find out the best time to go. If you are receiving county aid, take the identification card that comes with your check with you.

IF YOU ARE SICK

and receiving county aid for children, you can go to any private doctor who will accept county payments. There are several in Venice and Ocean Park.

You can also go to the UCLA Clinic at 10833 Le Conte Ave., Los Angeles 24 (478-9711). Those with a low income pay a small fee. If you are receiving county aid, there is no charge.

Your children can go to the PTA clinics at 303 Westminster Ave., Venice, if they have gone to school in Los Angeles for one year. However, your school nurse or doctor must send them there. If you think your child has a medical problem or needs glasses, speak to your school nurse. These medical clinics charge 50¢ for each visit.



If you are not receiving County Aid for Children, or your income is very low, you can go to the:

County Medical Aid
1525 Euclid Avenue   phone: 451-5911
Santa Monica

and they will send you to a doctor free.

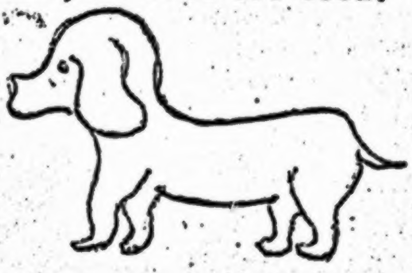
If you live in Santa Monica and have a low income but are not receiving aid, you can also go to St. John's Hospital Clinic, 1328 22nd Street (393-9531), or Santa Monica Hospital Clinic, 1250 16th Street (451-1511). The fees there are also low.

FREE SHOTS (Dyptheria, Smallpox, etc., for you or your children)

Venice Clinic   phone: 451-5911
905 Venice Blvd., Venice
or
Los Angeles County Health Department
1525 Euclid Avenue, Santa Monica   phone: 451-5911

RABIES SHOTS FOR YOUR DOG

Watch the local newspaper to see when the Santa Monica Health Department has its clinic, or call 395-9931. Rabies shots cost $1.50.



CARE OF YOUR TEETH

If you are receiving county aid you can take your children to any private dentist who will accept county payments.

If you live in Venice, you can also take your children to the PTA Dental Clinic, if they have been attending school in Los Angeles for one year.

If you live in Santa Monica and your income is low, but you are not receiving aid, children between the ages of 6 and 16 can go to the dental clinics at St. John's Hospital or Santa Monica Hospital. There is a small fee. These clinics also accept a few children who need braces on their teeth.

IF YOU NEED TO HAVE YOUR EYES CHECKED OR NEED GLASSES

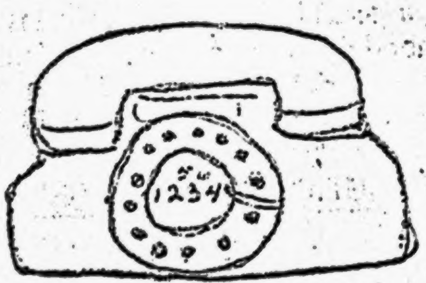
There is a clinic at the Los Angeles College of Optometry, 950 W. Jefferson Blvd., Los Angeles (747-9161). The fee is charged according to income.

IF YOU HAVE WORRIES AND WANT TO TALK TO SOMEONE ABOUT THEM

The Benjamin Rush Center for Problems of Living is located at 1426 Main Street, Venice (392-4905). The office is upstairs, in the rear. Charges here are according to income; fees start at 25¢ a visit.

REMEMBER:

WHEN YOU MAKE AN APPOINTMENT FOR A VISIT TO A DOCTOR OR CLINIC, that time is saved for you. It is important to let them know if you cannot come so someone else who needs treatment can use that time.



A Consumer Education Service of the

PACIFIC COMMUNITY CENTER
of
The Neumeyer Foundation
1324 Pacific Avenue, Venice

phone: 392-4891

Family Skills Center

A necessary adjunct of consumer knowledge is consumer skill. At the least, a knowledge of food preparation is basic to using nutritional information, and a knowledge of serving is an essential skill for a mother with many children and little money.

The store we rented for consumer education classes was also equipped with sewing machines, cutting tables, and kitchen equipment. Located near the market and in the main traffic pattern of the poor community, it offered classes for adults and teenagers on an informal basis.

While cooking demonstrations were delayed by code restriction problems and then by budget restrictions, sewing classes got underway early, with fabrics, thread, and patterns donated by garment manufacturers.

Sewing Skills Center. A total of 79 teen-age girls and women attended sewing classes. Classes were held four times a week for teen-age girls; average weekly attendance was 40. Classes for women were held twice a week; average weekly attendance was 10. Child care for women attending the sewing classes was provided by two Vista volunteers; a creative play experience was offered to these preschool children while their mothers were sewing. Classes for teen-agers were held after school and on Saturday; the women's classes were held in the morning. Though the ostensible purpose was to teach sewing, a secondary goal was to provide an atmosphere conducive to social interaction.

Approximately half of those women and girls who came to class had no previous sewing experience; those who attended for several sessions all learned how to make simple shifts. However, there were many women who did not return after one or two sessions; follow up on these indicated that the women felt that they could not afford the time for what they saw as a "leisure time" activity. Those who already knew the basics of sewing learned such new techniques as how to shrink and set in a sleeve, and how to set in a zipper properly.

The sewing classes provided a relaxed situation for communication and social interaction; for many of these women, it was the only group situation to which they were exposed in their relatively isolated and lonely lives. The women were most generous about sharing their supplies such as pins and scissors with each other. They also enjoyed helping one another. For the most part, there was cooperation in the sharing of sewing machines. Without the knowledge of the instructor, the women gave a surprise luncheon at the close of the sewing classes. They planned and provided the food and supplies.

Initially all fabrics and supplies were provided free of charge; it then developed that women would cut and save a large number of garments without finishing any. At this point, a rule was made that one garment would have to be finished before another was cut. Some of the women sewed quickly and in a few weeks finished many garments, so that those who sewed slower felt that they were not getting their share of the material. At this point, the problem was resolved by setting a rule that after the completion of six dresses, each woman would pay 25¢ a yard for fabric.

A persistent problem was the disappearance of supplies and fabric. Everything that was seen as belonging to the Center (i.e. provided by the Government) would disappear until there was only one of each item left. Seldom would the last scissors or tracing wheel disappear, but all replacements were rapidly stolen until there again was only one remaining item of each type. The women would not take any equipment which they knew to belong personally to the instructors, but what belonged either to the Center or often to other women in the class would rapidly disappear. Sometimes uncompleted garments belonging to members of the class were stolen by others. This led to a number of interpersonal problems within the group, and also caused the rules to be changed frequently in an effort to protect the rights of each of the members of the group, and of course, to control supplies.

When the topic of disappearing supplies and fabric was raised, many of the women expressed the feeling that these materials were being provided through the Poverty program, and therefore, were meant for the poor. Since the materials were meant for the poor, it was not really stealing, but taking what was intended for them in the first place. It was pointed out first, that the fabrics were usually donated by clothing manufacturers, and, that if all the supplies disappeared and could not be replaced, the sewing classes would have to be terminated. The open discussion of this did not however seem to reduce the rate of disappearance and it was utlimately decided to keep on hand only one of each tool, although this meant that the women had to wait their turn to use supplies.

This problem was resolved finally when the date of project termination was reached and everyone was informed that support of the Family Skills Center was now dependent upon local contributors. Various churches and merchants began contributing to the Center, as did the Foundation. As soon as the "fund-raising" campaign began, one more set of scissors, etc., was placed at the Center, and these, three months later, were still there.

Of course, this phenomenon is not unique. Studies of honesty in the general population have indicated that many people believe that it is quite all right to steal from a large store or organization but not to steal from a small one.

Despite these difficulties, the women seemed to enjoy the opportunity to get out of the house and to socialize with one another. During the course of the year that the program operated, the instructor observed many cooperative efforts develop among the women - they made arrangements to care for one another's children, and to share in transportation and shopping, and generally offered help to one another. The women expressed pleasure at finding this creative and money-saving outlet, and showed evidence of enhanced self-esteem both from the new skill, and from their improved appearance.

The sewing classes, now supplemented by a full schedule of cooking classes, have continued under the direction of Family Service of Santa Monica, and are totally supported by local contributors.

Section C

Youth Groups and Summer Activities

Drop Out and Delinquency Prevention - The Club Program

The social orientation of teen-age youth, the constructive channeling of their burgeoning energy, the need to identify and train youngsters of talent, and the need to help them find a useful self-concept - these have long been recognized as important needs in any compacted and economically stagnant neighborhood.

For these traditional reasons, and also because the need for activites for the youth of the area was a widely reported need by both the parents, the youth and the institutions serving the youth, the club programs were developed. It was hypothesized that by providing well-trained, concerned adult leaders who would not only help guide the youngsters in planning and directing constructive activities, but would also work with individual members of the group in helping them deal with any problems they faced, that there would be a decrease in absenteeism and an increase in school grades.

In the interest of increasing school achievement and in providing supervised leisure time activites, the club program had the following aims:

1. To provide a flexible group situation where it would be possible for the club members to relate to adults and their peers.

2. To develop a sense of self-worth and competence through group participation in the planning and execution of group activities.

3. To increase communication between the youth, the school and the home.

4. To provide a warm, understanding adult sponsor who is accepting of the youth and recognizes their importance as individuals.

5. To utilize this relationship to explore and develop those attitudes and values conducive to achievement in school and in increasing community awareness and participation.

Staff. The Club Program utilized members of the Professional Service Corps as leaders. Essentially these were college-educated men and women who worked part-time (with one club) under the supervision of two professional social workers. Of the ten club leaders, five had been social science majors in college, and four of these had had field work placement experience on an undergraduate level. Two of the leaders had been teachers - one at nursery school and one on a junior high level. The three male club leaders were in their senior year in college. The club leaders were, on the whole, younger than the Family Agents who comprised the largest group of

CLUB MEMBERSHIP AND STAFF SIZE

MONTHLY AND CUMULATIVELY

	New Members	Cumulative Total Members	Staff Size[1]
October 1964	11	11	3
November 1964	6	17	3
December 1964	16	33	4
January 1965	17	50	5
February 1965	4	54	9
March 1965	2	56	9
April 1965	1	57	9
May 1965	10	67	11
June 1965	12	79	12
July 1965	20	99	11
August 1965	0	99	9
September 1965	1	100	8
October 1965	2	102	8
November 1965	27	129	14
December 1965	0	129	13
January 1966	86	215	14
February 1966	12	227	16
March 1966	44	271	14
April 1966	3	274	13
May 1966	7	281	13
June 1966	0	281	11
July 1966	0	281 [2]	7
August 1966	0	281	7

Variously Absorbed or Discontinued

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[1] Number of individuals, primarily part-time (average - 10 hours per week).

[2] 191 Active for the last three months.

Professional Service Corps members; six of the ten considered the work as club leaders as field experience, and intended to enter Graduate School in the field of Social Work.

Training. The club staff participated in the first four sessions of the training series held for Family Agents. In these sessions, there was a general orientation to the Agency and to other anti-poverty programs, to the community, and to the culture of poverty. After the initial training, bi-weekly conferences were held with the professional supervisor. In addition to these, meetings of all the club leaders were held monthly. When needed, case conferences were scheduled for individual group members with staff from related agencies attending.

From time to time special training sessions were held for club leaders - focused on role playing and group dynamics as well as program ideas and community resources (see appendices 4 and 5).

Program. In the context of the multi-service program, ten clubs were operated.[1] Since each group was formed or developed in a different way, the ways in which members joined their groups is described in each of the individual club reports.

Each of the clubs met once a week for two to three hours with the club sponsor; individual conferences with club members were held between meetings. An attempt was made to visit the parents of each of the youth early in the program and at regular intervals throughout the program. Meetings with school and other agency personnel and the club leaders were held when needed.

The clubs, with the exception of the Charm Club, did not meet at the Pacific Community Center, but at various facilities throughout the community: public schools, a church-sponsored building, and other facilities within easy access of the particular group.

When the youth either applied to join, or were asked to join a club, parental approval was gained on form #1. The club leader then got the information of form #2 from the child, from the school and from the parents in the home interview. In this way, the club leader was able to gain a variety of information about each club member.

Clubs. The clubs may briefly be described as follows:

The Las Reinas Seniors: originally a gang worked with by a group guidance worker from the Probation Department, this group of 20 primarily Mexican-American girls ranged in age from 15 to 18.

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[1] During the period from October 1964 through August 1966, 281 youngsters were enrolled in the club program. At the end of August 1966 the clubs had 191 active members.

Because this was an already formed group, with a constitution, the structure of this group was maintained when the group was taken over. It was the only club sponsored by the project which had been structured before the project began.

The program of these girls was devoted to a wide variety of social activities, community service and leadership training. As the most formally structured of the groups, much time was spent in discussing and learning about the constitution, the conduct of meetings, election of officers, and partaking in the activities of a county-wide federation of youth clubs.

This group, whose members were either delinquent or delinquency prone, developed over the four years of both the Group Guidance program and this program to the point that they assumed considerable leadership in the community. They sponsored events to raise funds for scholarships, for the Kennedy Library, participated in various Health and Welfare campaigns, and acted as counselors and day camp leaders for groups of younger children. By the end of the program, nearly half the girls were out of school and employed, and several were in college.

This club was the first direct service provided by the project. When the idea of the Professional Service Corps was first "tried out" at an inter-agency area wide conference, two juvenile probation workers immediately asked for an appointment with the Foundation's director. At that visit they described an immediate need for an adult leader of Las Reinas. The project was still "on paper" in April of 1964 and no recruitment or training of staff had even started. Hearing about the girls that afternoon produced our first Professional Service Corps recruit - the Director's secretary.

A tall, unusually attractive, well-groomed, warm and open young woman, she was an immediate "hit" with the club members. The effectiveness of this coupling of successful people from the larger culture with people stranded in the backwaters of poverty was vividly demonstrated in the club.

When this leader initially came into the group, the girls were a visual caricature of the Mexican-american stereotype: hair ratted to incredible heights, make-up applied with gross abandon, their junk jewelry and gum chewing were even more commanding than their stressed decolletage.

The leader was carefully instructed to avoid any discussion of hair-do's, make-up or clothing, but simply to proceed with an activity program and to dress as she did in the office.

Within three months the girls' identification with their leader displayed itself. The hair and hems came down, the necklines went up, the make-up came off, and the jewelry and gum disappeared. Then came the discussions of dress and decoration.

These changes were displayed in other ways, too. Girls went back to school, they raised money - with bake sales and dances - to send members to college, and their pregnancy rate dropped drastically.

Indeed they became, and are today, a group who are indistinguishable from "good" middle class college sororities - except that few go to college. Their delinquent days are long behind them as they now work to help younger girls "make it" through school and on to work.

Meeting without external sponsorship now, they have remained a group, and have achieved meaningful status in their community.

The Las Reinas Chicas: a group of 18 Mexican-american girls between the ages of 13 and 15. This group was a natural group in the community who wanted to affiliate with the Las Reinas Seniors. Five of the girls had older sisters in the Senior group and the girls wanted to partake of the increased activites and programs possible under formal sponsorship, which their older sisters and acquaintances were enjoying. The decision was made to form a new group rather than form one large group with such a wide age, interest and maturity span. The Chicas did, however, develop a constitution and group structure patterned after that of the older group, and throughout the two years, continued to meet at the same time and place with the Las Reinas Seniors. At times they shared community projects, but in general social activites were held separately.

At the time formal sponsorship of the club began, nearly half of the girls in this group were known to the Probation Department for such acts as runaway, truancy, sex delinquency, glue-sniffing, drug ingestion, or incorrigibility at home or school. About a third were getting acceptable grades at school (B+ to C-), most were not, and a few were failing in all their courses. They expressed generalized feelings of hostility toward the school and toward their families. All felt that they were "out" of the social hierarchy at the school and spoke with great disdain of the "surfers" and "paddy girls" who were "in". Feelings of rejection of both themselves and society were great. Of all the clubs this was the most volatile.

Because of the extent and range of problems in this group, much time was spent in case conferences with the club leader, the professional supervisor and the school and Probation Department staffs. Individual and group therapy resources were found for several of the girls. During the period that the club was sponsored, six of the girls ran away from home together; four of them returned within a week, but two of them were missing for over six weeks. Eventually these two were found living in a cave in the hills. One was placed in a detention facility following this event.

The Chicas did try to emulate their older sisters, and did partially identify with their leaders. They lost their initial leader after becoming very much attached to her, and by the time they reinvested in their new leader, she had to leave, the project ended, and no funds were available to continue sponsorship of the group for several months. A group-work agency then started to reconvene the girls, and hopefully, they can continue toward self-sufficiency.

Their pregnancy rate remains high, they continue to act out in other ways, but schooling has grown in value, and the taking of drugs seems to have virtually disappeared from their repertoire.

A rather poignant picture of their lives is illustrated by some of their decisions as a group. The initiation ceremony they adopted was an elevator ride - there are no elevators in their neighborhoods - and being taken to a large office building for their first ride was a terrifying experience for most of them.

A favorite field trip - of both the Chicas and the Seniors - was a ride to a department store to go window shopping and to see new clothes. There are no stores that sell new clothes in their community, and this too seemed like magic to them. All their clothes came from thrift shops, and choice was a new experience. When taken to visit a women's garment factory, they were each invited to select a blouse as a gift. All of them selected the identical pattern and style.

Junior High TNT Club (Training Natural Talent). This was a group formed at a Junior High School which was composed of eight members: three Negro, three Mexican-american and two Anglo girls. School personnel and the club leader worked together to select the girls, using as criteria the fact that they had average or above average IQ's but were under-achieving in their school work. Permission forms (appendix) were sent to parents for their approval. The purpose of this group was to improve self-image, increase aspiration level and achievement through a program of cultural enrichment and individual guidance. The group was kept small in an effort to keep it on an interracial basis, as great difficulties had been encountered in the larger groups, which eventually shifted from an interracial composition to one with single ethnic group membership. Through the skill of the leader, these girls, who were 12 to 14 years old, not only continued with this interracial group, but developed a great deal of "group" feeling. While initially the group had divided itself up on both racial and status lines, this decreased during the year, and the girls came to group and socialized between club meetings on the basis of interest rather than racial lines.

For most of these girls, group membership was a brand new experience, To have fun, and have it approved of by the school was a radical change in their relationship to the school.

Perhaps the best way to describe these club members is to describe a few of them:

> Susie is 15. Her mother is living with a man to whom she is not married; they drink and fight all the time. Susie wants

PROJECT T.N.T.
TRAINING NATURAL TALENT

Dear Mr. and Mrs. ____________________:

____

____

I am sure that you are aware we are constantly trying to make Mark Twain Junior High School the finest possible school. At the present time we would like to work with a few parents and their children, who have been selected because of school achievement and/or special abilities.

We have selected ______________________________ Grade ______ to be one of the students in a new club for eighth and ninth graders, sponsored by the Neumeyer Foundation of Beverly Hills. Each Monday afternoon from 3 to 5 P.M., the students will meet as a group and will attend special field trips in the West Los Angeles area with two club leaders.

Each of the 14 students chosen are very good students and capable of eventually contributing a great deal in senior high and college. We are proud to welcome your youngster to the group.

The club will meet weekly at the school. The club leaders will be talking with you individually, after meetings begin. They are Mrs. Carol Edwards and Mrs. Ellen Hoff. They will bring your child home at the end of the meeting. Any questions may be answered by calling the school.

Cordially,

Pat Joyce RSR

Miss Patricia Joyce
Girls' Vice-Principal
Mark Twain Junior High School

Joy Taylor
Supervisor, Group Development
Neumeyer Foundation

TEAR OFF

I give my permission for ______________________________ Grade ___ to participate in the "T.N.T." Project for eighth and ninth graders, guided by Mrs. Edwards.

Signed ______________________________

Address ______________________________

Phone ______________________________

THIS SLIP MUST BE RETURNED TO SCHOOL ON OR BEFORE MAY 15
(Return to Mr. Roulette in the Attendance Office)

to bring friends home but is afraid lest her mother be drunk. She would like to leave home but is afraid. She fails four of her classes, and is called to the counselor's office, where for an hour somebody pays attention to her, if only to scold her. Her mother signs her report card and says, "That's what I would expect".

Ann is 13. Her father died when she was nine and the family has lived on welfare ever since; most of the time her mother is depressed and sleeps all day. Her brother said he would go to college and become a brain-surgeon, but last year he dropped out of high school. Ann is angry and doesn't trust anyone. She hates the place she lives - it is dirty and rundown, and she is ashamed to bring anyone home. A boy pays attention to her, and she sleeps with him. When she becomes pregnant she is called a tramp. Ann feels that she found love, but no one seems to care about how she feels.

Diane is 14, pretty and perceptive. Her mother and father separated when she was 8; first she lived with her father, then with an aunt, and later with her grandmother. When her mother remarried, she returned to live with her. The step-father makes sexual advances to Diane, but she is afraid to tell her mother. Diane worries, withdraws, and begins to fail at school. The school counselor suggests that she find a quiet place to study.

Linda is 16; she is fat and not pretty. The oldest of 11 children, she is expected to stay home and help care for them. When she doesn't, her father tells her to get out of the house and find someone else to support her. She has various health problems, hasn't menstruated in two years; her mother's only response to this is "Are you pregnant?". At school, the question is "Why are you truant?".

Jane is 16, she is pretty and intelligent, and is doing very well academically. She lives with her parents and two younger brothers in a modest, well-kept home. On Saturday nights her father gets drunk and brings his girlfriend home to sleep. Jane would like to go to college, and has the grades to do so. Her mother urges her to drop out of school and take a Beauty Culture course.

It is obvious that school achievement cannot be separated from the life situations, the poverty and the feelings these girls have about themselves. Rather than drop-outs, these are girls likely to be crowded out of school; crowded out by the many tensions and problems they face, by their inability to strive and survive on all fronts at once.

Miracle Workers. This was the most experimental of the clubs as well as the most loosely structured. Aimed at drop-out prevention on a high school level, girls were referred to this group by a school counselor, teacher or the vice-principal. Referral was made to the club leader, who asked one of the existing club members (called a Big Sister) to contact the girl, invite her to join the club and to introduce the girl to the leader. Members of the club helped one another with homework and hair-do's between club meetings and in other ways gave assistance to new members. In this way new girls were rapidly accepted into the group and all members gained in status and self esteem by being helpful to others.

Meetings were held weekly in the evening at the High School. Most of the meetings were group discussions, supplemented by speakers from various professions as well as minority group members who had achieved success in business, education and professional fields. Membership was fluid, and there was considerable turnover in group composition during the period it was in operation.

The Miracle Workers developed a number of projects and programs within the school for the benefit of the entire student body. They sponsored a series of films on adjustment and mental health needs which were shown during lunch hour and were open to all students. They participated as a group in a variety of campus activities as hostesses, ushers and program aides.

Between meetings training programs for the "Big Sisters" were held. Ostensibly to give help to the Big Sister in how to approach, relate and talk to a new girl to make her feel welcome, as well as how to help the other girl with her homework, these sessions provided an opportunity to give guidance, develop sensitivity to one another's feelings, and teach social behavior to the Big Sister in a more acceptable and less threatening format than if the sessions had been structured to help the Big Sister with her social or homework problems.

Who were the girls who came to the Miracle Workers and what were their problems as they saw them? On meeting the girls brought to their first meeting by the Big Sisters, the group leader made notes on the girls and recorded their reasons for joining the club:

> Gertrude: 16 year old Negro girl, seriously overweight, pleasant, cheerful appearance. "I want to drop out of school because I hate it. The teachers don't care about me or any of us. They only pay attention to the "soshes" because they think they're more important."
>
> Diane: 15 1/2 year old Anglo, bleached hair, very thin, overdressed. "I have been going with a boy for two years and we're going to get married. My grades are poor because I'm absent alot from illness and I can't catch up. My parents always bug me because I wear too much eye make-up and my hair is too high. I think it looks good."
>
> Betty: 16 year old Anglo girl, shy, withdrawn. "I don't like California. I'd rather be in Chicago. The people are friendlier and not so snobbish. They like you as you are and you don't have to put on an act for them."
>
> Cynthia: 15 year old Mexican-american girl, pretty, hair ratted. "I am not happy in school. I have low grades and teachers don't understand me. I think about college, but I couldn't make it. I have a problem reading and spelling and I can't express myself. I have things to say and I don't know how to say them. I don't know how to tell a boy "no". I'm pregnant and I'll have to quit school."

Pat: 15 year old Negro girl, very thin, looks much younger. "I hate myself and I wish I could be someone else. Everything I do turns out wrong. I don't get along with my family because they don't understand me. I wish I could find someone to talk to who would understand me."

Donna: 15 year old Mexican-american girl, very attractive, but shy and ill at ease. "I want to leave school because my parents are poor and I can't have any nice clothes. They're always picking on me and it's not my fault. I didn't ask to be born. The teachers don't like me either, they only like the "soshes". If you don't have nice clothes it's hard to come to school."

Girls were referred to the Miracle Workers because they were on the verge of dropping out. During the full academic year, 1965-66, forty girls were referred to the Club. All forty stayed in school and finished the year with passing grades. In the fall of 1966, all re-enrolled except those who had babies or were too noticeably pregnant to be permitted re-enrollment.

The Elementary School TNT (Training Natural Talent). This group was composed of 12 third and fourth graders, included both boys and girls, and was interracial. The group was selected because they had average or higher than average intelligence, were under-achieving in school, and had older brothers and sisters who had dropped out of school. Though the children are achieving in school, the leaders found that none were without problems and conflicts. The group was informally organized, met weekly for programs planned with the children and aimed at attempts to provide intellectual stimulation, cultural enrichment, guidance and tutoring.

Much time was spent in making field trips, and the leaders found that the time spent in transportation provided an opportunity for free and easy conversation both between the children and with the leaders. In the early stages the time spent in the car seemed very helpful in providing a "group" feeling, and provided the leaders with much understanding of the interaction of the children as well as an opportunity to correlate what they were seeing with possible future goals, attitudes and values. Also, as the children were picked up and delivered there was the opportunity to meet and talk with the parents and observe the home.

Who are these children in this club?

Don is 8 years old, likes and does well in school, and expresses himself well orally. He is quiet and withdrawn; the teacher reports that he is "nervous". The apartment he lives in is crowded and rundown, with many idle teenagers and adults lounging in front of the building. His father is a quiet and soft-spoken man on a permanent disability pension; his mother abandoned Don and his two older sisters when Don was five.

Lisa is a cheerful 9 year old Negro girl who is above average in intelligence and achievement. She lives with her parents and five older brothers and sisters in a small home which is very messy, though in good repair. Her father is regularly employed; conflicts between the parents are frequent, in part because the mother drinks during the day and does little housekeeping or meal preparation. Lisa was very reluctant to allow the leader to come to her home, and expressed the wish that she lived "in a nice house". In the group she was very protective of the other children and tended to assume the mother role.

Steve is one of four children, the others grown and away from home; there is no father in the home. Though presently unemployed his mother has worked since Steve was four, and he has cared for himself after kindergarten and school. His teachers report him to be above average in all areas but especially in science, though they report that he needs to learn greater self-control. His mother was reluctant to allow him to join the club, because she said "He'll be nothing but trouble to you". She reports many more behavior problems at home than does the school. Aside from the fact that he shows a great fear of failure and reluctance to try to do anything he is not sure he can accomplish, he is easily managed and gets along well with the other children in the group.

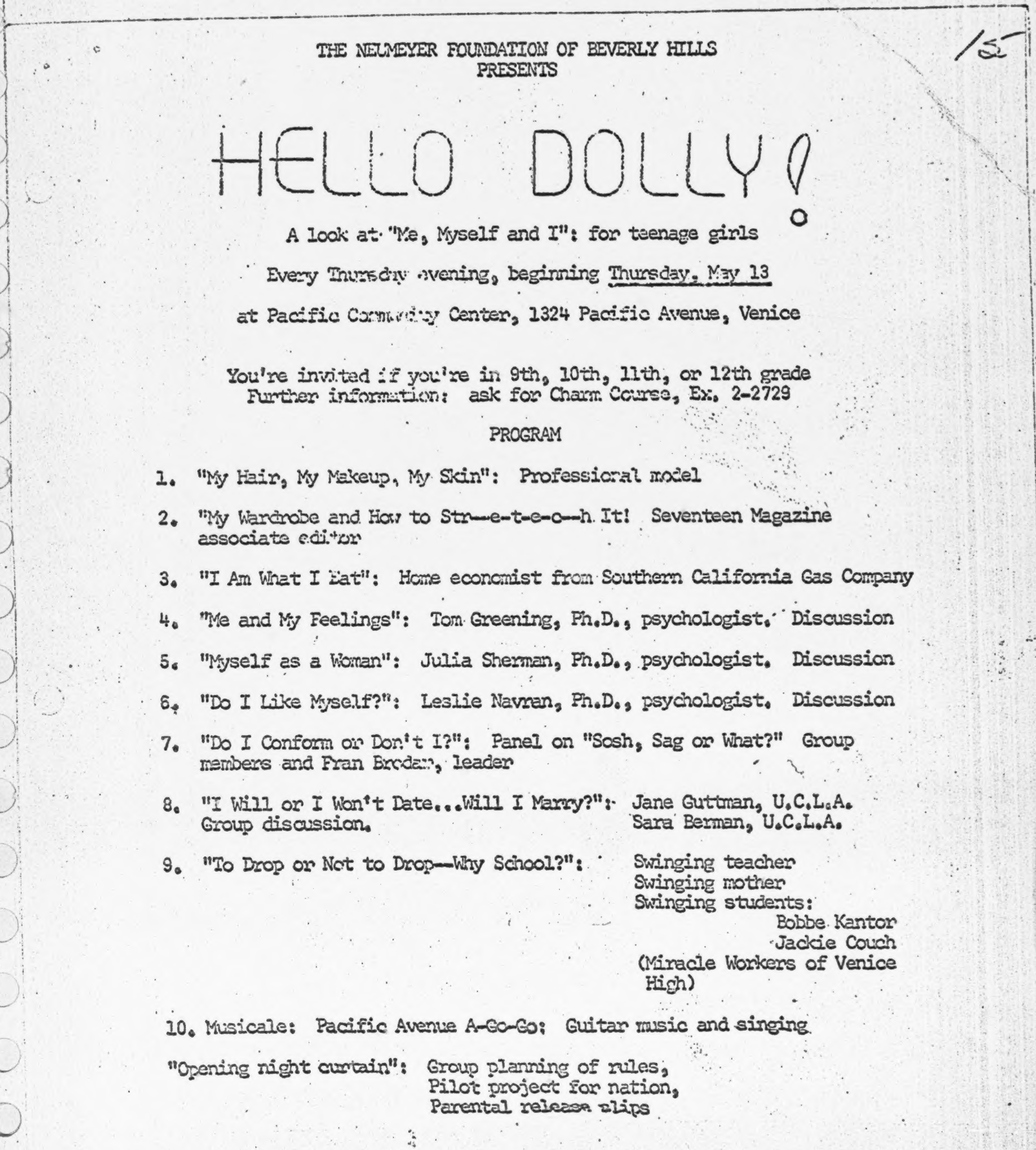
Boys Clubs. There were four groups of boys: the Monday Club was of 8 and 9 year olds, the 17 Diplomats were 10 and 11 year olds, the High Society members were 11 and 12 year olds, and the fourth group consisted of 12 members from 13 to 15 years old. These groups met weekly under the leadership of two College students who were indigenous to the area. The groups were formed in part on the basis of referrals from the Family Agent program, and in part from drop-ins from the area where the clubs met. The meeting place was in the heart of the Negro ghetto, and as a consequence, all members of these groups were Negro youth.

Programs of arts and crafts alternated with trip programs. Because of both the sex and age level of the boys in this program, interest in the clubs was maintained only through programs of physical activity; all trips had to provide the opportunity for physical activity as well as touring.

In each of the four groups there were several boys who were attending school on a one-hour-a-day basis because of behavior problems in the school setting. These boys presented management problems in the group setting also. To help meet the needs of these boys a VISTA volunteer was assigned to work with each of these boys on an individual basis. This volunteer combined a program of activities and tutoring for each of these hyper-active youths.

Charm Class. Two ten week sessions of a Charm class were offered under the supervision of a club leader and using various guest speakers. Most of the girls in the Charm Class were referred from the other club programs or by the Family Agents. Each series was limited to 15 girls; since the program was very popular, admission was on a "first-come-first-served basis". The meetings were held weekly in the evening at the Pacific Community Center. Both sessions were interracial and few problems were encountered in maintaining the group's composition. Attention was paid to finding a hair stylist familiar with working with both Negroes and whites, and special make-up.

The outline of the course is included in a flyer sent to the clubs and the Family Agents:



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THE NEUMEYER FOUNDATION OF BEVERLY HILLS
PRESENTS

HELLO DOLLY!

A look at "Me, Myself and I": for teenage girls

Every Thursday evening, beginning Thursday, May 13

at Pacific Community Center, 1324 Pacific Avenue, Venice

You're invited if you're in 9th, 10th, 11th, or 12th grade
Further information: ask for Charm Course, Ex. 2-2729

PROGRAM

1. "My Hair, My Makeup, My Skin": Professional model
2. "My Wardrobe and How to Str--e-t-c--h It! Seventeen Magazine associate editor
3. "I Am What I Eat": Home economist from Southern California Gas Company
4. "Me and My Feelings": Tom Greening, Ph.D., psychologist. Discussion
5. "Myself as a Woman": Julia Sherman, Ph.D., psychologist. Discussion
6. "Do I Like Myself?": Leslie Navran, Ph.D., psychologist. Discussion
7. "Do I Conform or Don't I?": Panel on "Sosh, Sag or What?" Group members and Fran Brodam, leader
8. "I Will or I Won't Date...Will I Marry?": Group discussion. — Jane Guttman, U.C.L.A.; Sara Berman, U.C.L.A.
9. "To Drop or Not to Drop--Why School?": Swinging teacher, Swinging mother, Swinging students: Bobbe Kantor, Jackie Couch (Miracle Workers of Venice High)
10. Musicale: Pacific Avenue A-Go-Go: Guitar music and singing

"Opening night curtain": Group planning of rules,
Pilot project for nation,
Parental release slips

Summer Activity Program

Campership Program. Arrangements were made to secure 110 camperships to send children to camps. Among the camps attended were YWCA and YMCA, Unicamp, CYO, Camp Fire Girls, Woodcraft Rangers, and Triple Tri in Arizona. Camperships were also secured for six youngsters to attend a special day camp designed for children with "hidden handicaps". Daily transportation to and from these camps was provided for the children.

Dance Program. A modern dance program for teen-age girls from both the Venice area and West Los Angeles area was offered during the summer. Transportation to and from these classes was provided for the Venice area girls. The program was designed not only to provide instruction in dance, but to provide an opportunity for cross-cultural exchange around an area of mutual interest.

The Summer Activity Trip Program. The summer trip program was designed to serve children already involved in the tutoring program at the center. Its purpose was to encourage the children to remain in the tutoring for the summer, to provide supervised recreation and broaden the horizons of the children.

A total of 47 children ranging in age from 8 to 15 and including 17 girls and 30 boys were served. Backgrounds of these children were Negro, Mexican-american, and other Caucasian groups. Attendance in August varied from 20 to 27.

Basic program objectives were trips on Mondays and Fridays for seven weeks. The use of trips as the main program was intended to broaden their horizons by giving the children experiences outside of their own community. Trips were also used because the physical plant of the PCC did not lend itself to a day camp on the premises. The trips included visits to such places as the airport, beaches, parks, the desert, Arrowhead, Knott's Berry Farm.

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An attempt was made to group the children rather than attempt a mass program with children so heterogeneous in age, sex, and cultural background. The boys were divided into three groups and the girls were were put in one group, with two leaders assigned to one group. All the groups developed some group feeling by the end of the summer. The girls' group became large enough to divide into two but staff was not available to do this. The older group of boys became a small group of Negro boys who were already friends, but the other groups remained mixed in cultural and religious background.

Several community organizations were contacted to provide lunches for the trips. This plan was used because the budget was not large enough to pay for the meals and it was felt that a request to bring sack lunches would not result in all the families following through. The Pacific Palisades Human Relations Council provided casseroles, cook-out menus, and sandwiches. This was supplemented from the PCC budget and from donations from Edgemar Dairy, Union Maid Bread, Pioneer Bakery, and from the PCC staff organized by Mrs. Roz Kane.

The staff available for the direct work with the children included 8 of the 9 VISTAS and 2 of the Work Study students assigned to the PCC. Two of these workers were used in helping to administer the program and the rest in direct work with the children. Weekly staff meetings were held. Most of the staff meeting time was used in helping the leaders to plan programs. Time was also spent involving two volunteers in a music program with the children.

The summer activities program succeeded in providing a summer of fun for the children and introduced them to places and activities, such as swimming, that some of them had never done before. Some individuals who had never been able to fit into a group before felt included in the group because of a few leaders' skill in working with the individual and with the other children to include them. The tutors also developed a greater understanding of the children whom they were now seeing in a group setting for the first time.

The fact that they achieved group cohesiveness was shown by the fact that at the end of the grant period, all of the clubs were interested in finding other sponsorship so that they could continue. Through the efforts of the club members, their leaders, and the staff of the Center, all but two of the clubs did find outside sponsorship and are continuing.

Community Awareness. The trips to the wider community provided a broadening of understanding and experience to the youth. The service programs within the community provided an awareness of the activities and needs within the community, so that all groups participated in fund raising events within the community, at library fairs, open-houses and displays at school playgrounds and agencies. For many of these youth, there developed for the first time a "sense of community" and an awareness of the roles within the community that they, even as youth, could fill.

Attitude Changes. While there were no real measures of changes in attitude or self-image, there was an increasing awareness of the youth in these programs that there were others who shared similar problems, and that there were both people who cared about their problems and ways and resources available to them.

After a year of meetings, the Miracle Workers (who had joined the group because they were failing in school) were asked, "What kinds of club activities do you like best?" The most frequent response they gave was "helping people". When asked, "What have you personally gotten from belonging to this club?" the most frequent response was "learned about myself" or "how to get along with lots of people."

Three groups were asked to complete the statement, "A good leader is someone who__________". The TNT groups were the 7-9 year old boys and girls, the Las Reinas Chicas were the 13-15 year old girls, the Miracle Workers were high school girls. The responses, listed in rank order were:

TNT	CHICAS	MIRACLE WORKERS
Pretty	Young and pretty	Someone we can talk to
Kind	Happy and energetic	Speaks our language
Likes us	Understands us	Says what she thinks
Doesn't scold	Easy to talk to	Can see two sides of things
Listens	"Hep" to it	Things young
Takes us places	Doesn't push us	Doesn't think we're bad
Let's us play	Doesn't panic	Someone we can respect and not push around
	Someone with a car to take us places	Good looking

There is an interesting shift from the emphasis on physical attributes and permissiveness in the young group, to the desire for understanding, openmindedness and candidness in the older group. Physical attractiveness was mentioned by all three groups, but shifted from first place for the elementary and junior high groups to last place for the oldest group.

Though it was not possible to demonstrate that the club program resulted in either decreasing absenteeism or raising grades, the secondary goals of providing recreational activities, providing a flexible group situation for positive adult-youth interaction, and increasing community participation and awareness were achieved.

PACIFIC COMMUNITY CENTER

Your son or daughter has contacted Pacific Community Center requesting help in achieving better in school. So that we may give him or her the benefit of our services, your signed approval is necessary.

APPROVAL

I ______________________ (parent or guardian) of ________________________ give my consent and approval for my son or daughter to be interviewed for one conference only by the Center psychologist.

Date________________ Signature______________________________
(Parent or Guardian)

Return to: Pacific Community Center
1324 Pacific Avenue
Venice, California

PROFESSIONAL SERVICE CORPS
Group Development
(For Group Sponsors to fill in)

Name ______________________________ Birthdate ________________

Address __________________________________ Phone ____________

Grade ____________ Grade Average __________ Major ____________

School ______________ School Counselor ________________________

Parents' Name __________________ How many sisters and brothers ______

Names and ages of sisters and/or brothers __________________________

____

Personal Interview:

School Interview: __________________ With Whom: __________________

I. Q. ______________ Achievement Level _________________________

Special Problems ____

____

Home Interview: With Whom: __________________

How does this youngster feel about herself and others:

How does this youngster feel about school, future plans and goals:

Referrals to counseling, health services, etc:

PACIFIC COMMUNITY CENTER

A Demonstration Project of the Neumeyer Foundation

WEEKLY CLUB SUMMARY

Present:

Absent:

Date:

Club:

No. Members:

Worker:

Program (brief summary):

Participation by group members (who did what, who was left out):

Roles and needs of individual group members:

Group feeling tone:

Special problems (worker's understanding of reasons for problem):

How did worker help group and/or individual members:

Future plans:

Guides for Club Leaders

Club members were asked four questions:

- What makes a good sponsor?
- What makes a meeting fun?
- What kinds of activities do you like?
- What do you think your club offers to you personally, to your school and your community?

The following lists of responses are offered as guides to the club sponsors in program planning:

What Makes A Good Sponsor?

One who cares enough to want to help us and others.

A person who can understand other people's troubles.

Someone who can understand their own problems and other peoples.

Someone who can help others talk over problems.

Someone who can get along with club members, understand their language and make members feel wanted.

Can reach members on their own level.

Is openminded, accepts kids for what they are.

Understanding, near age of the members.

Someone who watches out for the girls and helps with their problems.

Understanding, nice, willing to help with problems.

Someone who helps girls in trouble and who likes to contribute to foundations.

Someone who can understand teen-agers, with a good sense of humor.

Nice, and tells us things in a nice way.

Who can cooperate with us.

Someone who is joyful.

Nice, sweet and lets us talk about our problems.

Watches over us and gets us out of trouble.

Who cares about our club.

What Makes a Meeting Fun?

Our leader - someone who is not only nice, but wants to help. She cares enough to let us talk and express ourselves.

When guests come and we say what we want.

Guests and discussions.

Interesting subjects.

When you like what you are doing.

Good discussions. Planned topics.

People in the club and doing for others.

Discussing our problems.

Helping people with problems.

Having enough things to talk about.

The members.

To learn to get along with others.
Thinking how others feel.
People.
Girls hip to our jive.
Members get along well.

What Kinds of Activities Do You Like and Why?

Helping people.
Slumber parties - we have such fun in everything we do.
Slumber party - it was interesting to learn more about others.
Speaking your mind.
Finding out the rights and wrongs of others.
Psychologist who spoke.
Good discussions.
Psychologist.
Snow party.
Helping others.
Dances.
Beach.
Just meeting friends - new ones especially.
Things with other clubs.
Meeting more people in the city.
Picnics.
Park trips.
Having fun.
Action.

What Do You Think Your Club Offers To You Personally, Your School and Your Community?

I had a lot of problems and this club helped me out a lot.
My club has helped me so much with my problems and in school it has been trying to help other girls.
It helps you stay in school.
I was thinking about dropping and I changed my mind. I may go on to college.
It teaches me about myself and other people, how we should get along.
A place to discuss everybody's problems - a place to let off steam.
Fun and community projects.
Officers who are really trying to help you.
My school could improve.
Parties and dances and beach outings with the group.
I concentrate on the club instead of roaming the streets.
A place to meet new friends.
Helps with school problems.
Makes me good.
Helps me alot.
Offers me a good name and keeps me out of trouble.
Community projects are a kick to help others and we get compliments in school.
Other kids want to join "my group".

Techniques of Encouragement in a Club Setting

(These are suggested as helpful hints)

- Allow club members to use the first name of the sponsor.

- Send handwritten notes of praise, invitation to join group, compliment, Use U.S. Mail. Cards.

- Send formal inter-office communication to club presidents on special projects, using Miss Jones, etc.

- Find something in a home on a visit to genuinely praise or be interested in learning about.

- Use a member's accomplishment as a compliment, when it pertains, comes naturally and is within discussion topic of the moment as an example.

- Shake the hand, or otherwise greet personally, each club member on arrival to the meeting.

- During an informal talk with a girl, put your head lower than her's".

- Share an experience you had as a student similar to the one being expressed by a member.

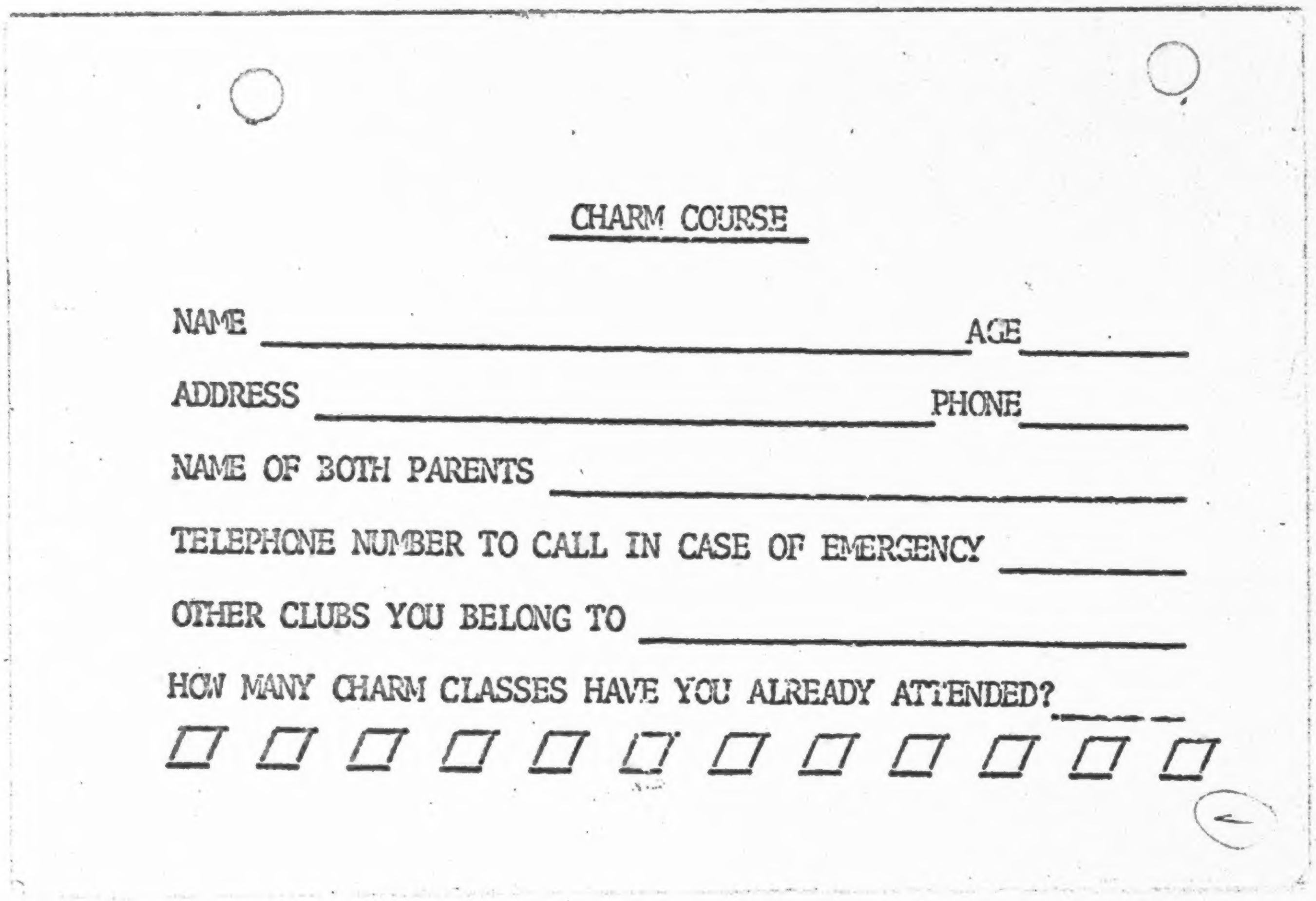
- Share a concern about the club or a problem you can't solve with the group and let them help solve it.

- Find positive little things you like about each other.

- Find some common denominator of your life and a club member's.

- Expect the group to test. Try not to react.

- Let members disagree with you. They have the right.



CHARM COURSE

NAME ______________________________ AGE __________

ADDRESS ___________________________ PHONE __________

NAME OF BOTH PARENTS ______________________________

TELEPHONE NUMBER TO CALL IN CASE OF EMERGENCY __________

OTHER CLUBS YOU BELONG TO ______________________________

HOW MANY CHARM CLASSES HAVE YOU ALREADY ATTENDED? ______

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

DROP-OUT AND DELINQUENCY PREVENTION
TRAINING NATURAL TALENT: COMMUNITY AND CULTURAL EXPOSURE. ~~Pre-school-to-12.~~

Short Trips:

1. 1902 car, Rehwald Rambler. New car lot in vicinity.
2. Walking trip to Pacific Ocean Park arcade, for window shopping. Gingerbread architecture.
3. Los Angeles County Museum of Fine Arts, Wilshire Blvd.
4. Cal Fed Building on Wilshire. Phone for roof tours. 22 stories.
5. La Brea Tar Pits. Good for younger children.
6. Century City. Construction. Fountains. Walking and riding.
7. Douglas Park, Santa Monica off Wilshire and 26th. Beautiful ponds, knolls. Good for walking. Lawn bowling. Fly casting for younger children.
8. U.C.L.A. Top of Waffle Bldg. (Soc.Sci.) View. Dixon Art Center 50¢ (Administration may change fee)
9. Self Realization Fellowship, 17190 Sunset Blvd., Pacific Palisades. Beautiful for any grade level. Closed Monday.
10. Farmer's Market. (Will need money for special kinds of food). Animals, foreign clothing, cake decorating, bread baking. (grab bag 39¢)
11. St. Sophia Cathedral, 1324 South Normandie.
12. University Synagogue, on Sunset off Bundy - and St. Martin of Tours Catholic Church directly across the street.
13. CBS Tours, 1-5 P.M., Monday through Saturday, 7800 Beverly Blvd., L.A. Contact person is Carol Edwards. Bill Bixby's show especially good. Shindig.
14. Beulah Hawkins Doll Hospital, 1437 6th Street, Santa Monica, EX.4-2981 (Call her to waive small fee)
15. Japanese Basket Shop, Sawtelle and Santa Monica.
16. West Los Angeles Police Department (call first)
17. West Los Angeles Fire House (call first)
18. Large Flower shop. National & Sawtelle. P. J. Howards.
19. La Cienega Park, Olympic and La Cienega. For younger children.
20. Large bank. (Lytton Savings on Sunset) For younger children.

21. Tour of inside of large home of Neumeyer staff member. Not a tour for party.

22. U.C.L.A. Medical Center (grounds, foyer) For younger children. When U.C.L.A. open house is in session.

23. West Los Angeles Dog Pound, Bundy off Olympic.

24. Pet Shop

25. Los Angeles Airport

26. Lytton Audio-Visual Arts, Lytton Center, Sunset Blvd. Pay time Monday thru Friday.

27. Tapia Park in Malibu Canyon. Stream, beautiful country.

28. Art Galleries on La Cienega

29. Synanon - cannot take children on probation.

Long Trips:

1. Angels Flight (5 cent ride up trolley cable-car), Third Street and Hill in downtown Los Angeles, 6 A.M. to 12:20 A.M. daily.

2. Casa de Adobe, 4603 N. Figueroa St., CA. 5-8653, charming realistic Spanish colonial hacienda of Old California. 2 - 5 P.M., Wednesday, Saturday and Sunday. 20 minutes from Civic Center, Pasadena Freeway to the North Figueroa turn-off.

3. Fort Moore Pioneer Memorial, Hill St. between Sunset and First st. One block long, dedicated to pioneers who established the Los Angeles garrison after the conquest of the last Mexican governor of California. Tremendous waterfall at the monument.

4. Los Angeles State and County Arboretum, 301 N. Baldwin Ave., Arcadia. A 127-acre site, once a mission rancho, with displays of all kinds of trees and plants. Indian huts. Feeding the ducks. Many peacocks. 9 A.M. to dusk daily. Transportation within grounds daily, except Monday. 35 minutes from Civic Center. San Bernardino Freeway to Rosemead, north to Colorado Blvd.

5. Olvera Street, one block from Union Terminal Train Station. Long, narrow brick street -- a bit of Old Mexico, surrounded by restaurants and shops. Candle-making, glass-blowing, nut-roasting, molding of pottery and cooking of Mexican food. Of special interest is the Avila Adobe, the oldest, most historic building in Los Angeles, built in 1818. The Posada Process takes place annually in early December.

6. San Fernando Mission, 15101 San Fernando Mission Blvd., San Fernando. Built in 1797 and maintained its own winery, blacksmith and weaving shops. Little of the original adobe remains, but one large convent has been remodeled into a chapel. Priceless relics and paintings. 9:30 A.M. to 5 P.M. daily.

Long Trips cont'd.

7. San Juan Capistrano Mission. Where the "swallows come back to". Jewel of the California missions, founded in 1776. Famed swallows return every March 19 and fly south every October 23. Daily mass is celebrated in the Serra Chapel. 7 A.M. to 5 P.M. daily. Fee is 50 cents per person.

8. California Museum of Science and Industry, Exposition Park. Shirley Temple doll collection of 523 dolls from all over the world. Model trains run on 240 feet of track. Giant egg, nine feet in diameter has glass panels showing hatching-brooding unit in which 150 chicks may be seen hatching every day. A new science wing houses a $300,000 mathematic exhibit. No fee. 10 A.M. to 5 P.M. daily. Harbor Freeway to Exposition.

9. J. Paul Getty Museum, 17985 West Pacific Coast Highway. Tours of famous statuary, paintings and historic furniture. Children under 12 not allowed. 3 - 5 P.M., Wednesday and Saturday only.

10. Grauman's Chinese Theater, 6925 Hollywood Blvd. "Chinese Pagoda" theater, famous for its foot prints of stars.

11. Wayfarer's Chapel, Palos Verdes Drive South, Portuguese Bend. Unique, modern chapel called "The Glass Church". Beautiful grounds, view. 9 A.M. to 6 P.M. daily. Free. (by Marineland) Tidepools at low tides. Harbor Freeway to Western Avenue to Palos Verdes Drive South

12. Los Angeles City Hall. Permanent collection of paintings of past mayors. Observation Tower on the 25th floor offers panoramic view of city. 10 A.M. to 4 P.M. Monday thru Friday. 11 A.M. to 5 P.M., Saturday and Sunday.

13. Los Angeles Times Mirror Company, 202 West First St., MA. 5-2435,Ext.1419 Tours arranged in advance.

14. Griffith Park Zoo. New one now open. Take Franklin Ave. and follow the signs.

15. Griffith Park Observatory. "Star shows" at 1 and 3 on Saturday and Sunday, for minimal cost. Many exhibits and view of city, no admission . Franklin Avenue to Vermont and up the hill. Observatory hours, 2 to 10 P.M., Tuesday thru Friday. 1 P.M. to 10 P.M., Saturday and Sunday.

16. Check Los Angeles Times Calendar each Sunday for new ideas.

17. The Great Western Fair and Dairy Show is held each May at the Great Western Exhibit Center, Santa Ana Freeway and Atlantic Blvd. Turn-off. The exhibits include dairy animals, dairy equipment, etc. Interested club leaders contact supervisor for ticket ordering.

18. Pomona County Fair

19. U.C.L.A. Football Game. Box Office open at 11:00. Each paying adult may take in 5 children under 15 free. Also Santa Monica City College.

20. Telephone company - job opportunities.

21. Gas company - job opportunities

22. Music Center

23. Santa Monica City College for musicals and comedy. Pay student or none.

PACIFIC COMMUNITY CENTER
A Project of the Neumeyer Foundation
1324 Pacific Avenue
Venice, California

Name: ____________________
Date: ____________________
Worker: ____________________

MOVEMENT OF INDIVIDUAL IN THE GROUP
RATING SCALE (MIG)

Note:- This scale is concerned with "movement" or progression from one stage of adjustment to another. Since this is the case, if an individual does not begin with a problem in a particular area NP (no problem) should be used. For the same reason, at the first rating of an individual, the highest point of rating in the scale would never be used since this would not reflect "movement" but only a description of "good" adjustment. Each of the items is understood to apply to behavior observable for the period being rated.

1. He reacts to the stated purpose of the group with

1	2	3	4	NP
complete mistrust and suspicion	testing and exploring of it for his personal gratifications	testing & exploring for feasibility of "belonging" or identifying with group purpose	positive acceptance and use of group purpose	

2. His behavior toward the worker usually demonstrates

1	2	3	4	NP
mistrust and suspicion	aloofness or indifference	tentative acceptance	consistent realistic trust	

3. His attitudes toward the worker (note particularly attitudes of dependency, authority, ambivalence, manipulativeness, etc.) usually demonstrate.

1	2	3	4	NP
an unconscious fusion of past relationships	beginning of insight into unconscious attitudes	a beginning in action toward discrimination of worker's realistic position	a realistic appraisal and use of the worker	

4. His behavior in the group has recently been

1	2	3	4	NP
consistently self-centered & therefore destructive to group process	frequently self-centered and therefore frequently destructive to group process	occasionally self-centered but occasionally able to put group needs ahead of own	frequently concerns self with group needs with minimal giving up of selfness	

5. In his relations to others in the group he is

1	2	3	4	NP
an isolate	a member of a disruptive sub-group (or pair)	a member of a healthier sub-group	able to maintain large & smaller group relations healthily	

6. His observable ability to make constructive use of the realistic limitations or rules of either the group or agency is

1	2	3	4	NP
markedly absent	rarely demonstrated	occasionally demonstrated	often demonstrated	

7. The degree of general hostility, bitterness or angriness he now usually demonstrates is

1	2	3	4	NP
strong, chronic and irrational	strong, chronic but attempts to rationalize	strong but not chronic and usually on rational basis	moderate, not chronic and usually rational	

8. His social prejudices and values as demonstrated in the group ("anti-" attitudes) are such as to cause him to

1	2	3	4	NP
vigorously and overtly reject all dissimilar to him	non-verbally reject all who are dissimilar	be cautiously reserved about others who are dissimilar	accept others on the basis of individual merits	

9. His unreasonable expectations of personal rejection or of disregard for his wishes

1	2	3	4	NP
are very frequent	often occur	seldom occur	never occur	

10. His reaction to rejection (whether on reasonable or unreasonable grounds) is expressed by

1	2	3	4	NP
withdrawal into inaction	pouting, sulking crying	action, either general or displaced to another target	corrective action where appropriate	

11. His level of concern with the emotional needs or feelings of others is characterized by his being

1	2	3	4	NP
never responsive	occasionally responsive	frequently responsive	usually responsive	

12. When faced with a group wish at variance with his own he

1	2	3	4	NP
conforms with scarcely a struggle	struggles a little but eventually conforma	puts up a struggle and is a poor loser	puts up a struggle & when loses is a good sport	

13. On the whole his attitude toward group property and supplies is

1	2	3	4	NP
openly destructive	covertly destructive	variable according to "mood"	reasonably careful	

14. His acceptance of limitations or his expectations for individual gratification from the worker, agency or group is

1	2	3	4	NP
chronically and markedly unrealistic	frequently unrealistic	sometimes unrealistic	usually realistic	

15. In his overall ability to handle group membership (e.g., social skills, handling of competition, cooperativeness, concern for others, ability to stand up for himself, self-esteem, capacity to share feelings, etc.) he is

1	2	3	4	NP
most inept	somewhat inept	becoming skilled	skilled	

GROUP LEADER RATING SCALE

At what point in this meeting were you most comfortable?

____

____

At what point were you most uncomfortable?

____

____

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1324 Pacific Avenue
Venice, California

Group____________________
Date_____________________
Worker___________________

GROUP RATING SCALE

Predominately this group session was characteristic of those found in the

1	2
testing period	therapeutic period

* * * * * * * * * * *

THE FOLLOWING ITEMS ARE RESPONDED TO IN TERMS OF THE PERIOD IN WHICH THE GROUP FINDS ITSELF:

1. On the whole this session was:

1	2	3	4
passive or silently hostile	noisy, excited, hostile	teasing, ambivalent	friendly, warm

2. On the whole, this session regardless of social acceptability was characterized by:

1	2	3	4
individuality; lack of cohesion	abortive signs of "group" formation	periods of genuine group cohesion	togetherness and cohesion

3. On the whole the attitude toward the worker during this session was:

1	2	3	4
suspicious, or hostile	one of guarded acceptance	moving toward trust	trusting and friendly

4. On the whole the attitude toward one another during this session was:

1	2	3	4
hostile	hesitant	friendly overtures	friendly and warm

5. During this session the mood of the group was:

1	2	3	4
inconsistent and individualized	searching but never reaching common feeling	occasionally finding each other	relative enjoyment in being together (ease and comfort)

6. On the whole this session was;

1	2	3	4
non-verbal and no common purpose	tentative acceptance of one another or common purpose	making overtures--readily rebuffed	put up with each other's moods & irritations; generally accept each other

7. During this session was there evidence of most of the group giving aid, advice or support to one or more individuals?

1	2	3	4
very little	some	much	entire session devoted to this

8. In this group session status was based on:

1	2	3	4
the importance of being delinquent	importance of non-conforming behavior	importance of striving for socialized behavior	existence of socialized behavior

9. Was this session characterized by shifting sub-groups or was there a move toward total group organization?

1	2	3	4
sharply divided sub-groups--destructive to organization	sharply divided but worked together	merging or shifting groups	total group organization

10. Decision-making in this session was:

1	2	3
dominated by a few	initiated by a few, followed by all	initiated by a few, accepted by all

11. This session was characterized by:

1	2	3	4
anti-socialization or activity	some protest about anti-social trends	group disapproval of anti-social activity	strong socialized orientation

Section D

Pregnant Teenage Group

Carol Cachelin, R.N., M.S. and Joyce B. Lazar, M.A.

The program for unwed pregnant teenage girls was developed when it was discovered that there was a large group of these girls not being served by any of the agencies expected to reach this group. Out of school, many of these girls were not seen for prenatal care, made little or no plans for delivery, and remained at home with few outside social or other contacts. The program which was developed was operated by a nurse with a graduate degree in Public Health.

The objectives of the program were not formulated with the same clarity at the inception of the program, but were re-written as knowledge and understanding of the teenagers and their problems grew from experience.

The Overall Aim. Each girl will work through the period of her pregnancy in a manner that will enable her to deal realistically with both feelings and practical considerations which arise from having a baby out of wedlock.

Contributing Objectives.

Each girl will:

A. Make a realistic decision about keeping or relinquishing the baby. This decision will result from a clear understanding of the implication of each alternative with respect to what is best for both herself and the baby.

B. Make realistic plans for delivery and subsequent care of the baby in keeping with the financial and personal resources available to her.

C. Experience labor and delivery with a minimum of stress as a result of becoming familiar with both physical and emotional aspects of pregnancy and childbirth.

D. Explore the meaning of motherhood with its consequent changes in role and patterns of living, so that she begins to formulate what kind of mother she wants to be and how she will achieve it.

E. Make realistic future plans concerning the prevention of further pregnancy while unmarried.

Ancillary Objectives.

Each girl will:

A. Find acceptance and companionship in the group that would free her to express her true feelings and concerns.

B. Realize that illegitimate pregnancy as an event in her life does not necessarily end the opportunity for personal advancement and fulfillment as regards future plans for school, work and eventual marriage.

Utilization of Community Agencies. In order to get the program for unwed mothers started, it was necessary to find those girls who might be interested in participating. This involved contacting community agencies who might already be serving them in some capacity. Personal conferences were arranged with key people in public health and hospital prenatal clinics, local schools, and youth programs in the community. This approach was found to be much more beneficial than a phone call. It facilitated a clearer interpretation of the program and its aims, and helped establish a personal relationship with agencies which were often utilized later in working with individual girls. In addition, it afforded an appropriate time to work out the details of referral.

Some community agencies were used not only as a source of referral, but as a resource in accomplishing the aims of the program. Medical social service and/or nursing service in local hospitals were of assistance in arranging tours of the maternity floors. This contributed in minimizing the stress of labor and delivery since each girl was able to familiarize herself with the hospital personnel, surroundings, and routines prior to actual hospitalization. Social workers at adoption agencies were most helpful regarding the question of keeping or relinquishing the baby. Sometimes they worked directly with a girl, but more often provided resource material and ideas for the program leader. The Bureau of Public Assistance was often utilized where personal financial resources were inadequate. Family Planning Centers provided information and services for those girls interested in birth control. Since premarital sex relations was generally an established pattern of behavior, birth control sometimes represented the only effective means of preventing further pregnancies. Additional agencies were utilized as the needs of individual girls became evident.

Home Visits. As referrals came in from community agencies and Family Agents, each girl was visited in her home by the leader prior to her participation in the group. It was found beneficial not to telephone for an appointment. If this was done, more often than not, the girls failed to be there, and never participated in the program regardless of other attempts to meet them. If the first contact with the leader was a personal one, they usually joined the group. Home visits were made for the following reasons:

A. To meet the girl in her own setting and thereby gain some knowledge of her home life and surroundings.

B. To meet the girl on an individual basis which permitted an exchange not always possible in a group.

C. To interpret the aims of the program more clearly than is possible by letter or phone.

Several approaches during these initial visits were found helpful in motivating many of the girls to join the groups, and these grew out of suggestions from former members. One valuable suggestion was that open acknowledgment be made that the other group members had mixed feelings about their pregnancies but met as a group in order to learn how to make the best of it. It communicated to some degree the fact that others may have similar feelings and problems which could be openly discussed with each other. It was also helpful to request each girl give the group a try once or twice rather than expect a commitment to come regularly from the outset. The leader also agreed to pick up each member at her home since no transportation was available.

Several home visits were also made to each girl after delivery. These visits were made for the following reasons:

A. Evaluation of the adjustment the mother and infant were making to each other with a discussion of any current difficulties.

B. Evalution of the meaning the group experience held for the mother. This was most helpful in illiciting suggestions for improving the experience for others, in addition to reinforcing attitudes and content which were valuable to her.

C. Discussion of aims the mother had set for herself regarding future plans for preventing further pregnancies, being the kind of mother she wanted to be, and continuing to prepare for school or job.

The Girls Who Participated. During the course of the program forty-seven girls were referred or found in the community; of these, thirty-eight participated. Of those who participated, twenty-one were Negroes, eleven Mexican-American, and six Anglos. The age range was from 12 to 19; the mean age for Negro girls was 14-1/2, for the others it was 17. They were generally four or five months' pregnant at the time of referral. Six of the nine who did not participate were either pregnant for the second time, or had sisters who were currently pregnant.

All of the girls lived in a poverty neighborhood, most within a few blocks of one another. Of the thirty-eight who participated, thirty had no father living in the home; six of the others lived with relatives other than either parent, and two lived alone. Twenty-four of the families of these girls were supported by public assistance; several of the girls were also receiving aid for their unborn children.

While there is a risk in making generalizations about unwed pregnant teenagers from low income families on the basis of this particular sample, certain commonalities were observed among these girls.

It is commonly thought that pregnancy out of wedlock is more or less an accepted event in poverty areas, particularly in the Negro community. However, most of these girls made attempts to hide their pregnancy from others, and experienced varying degress of ridicule and disapproval from family and neighbors. The adults tended to be much more judgmental than their peer group. While many of the girls appeared on the surface to be blase about their sutation, feelings and behaviors later expressed revealed they cared a great deal.

Premarital intercourse was a fairly common social behavior for this group beginning in the early teens or younger. Where schools records were available, it was noted that many of the girls had presented behavior problems in the classroom. Hostility toward persons in authority was manifested in failure to cooperate with the teacher; open defiance was common, as was truancy. As a result, grade averages were poor; for some, pregnancy seemed a valued escape from the school situation. All of the girls who were still in school when their pregnancies became known immediately dropped out. Only one continued her education through a home-study program offered by the schools; five entered into the tutorial and remedial reading program offered by the center. Many expressed interest in returning to school after the birth of the baby, but only five followed through on this intent.

Some, upon learning of their pregnancy, tried to abort themselves with various oral remedies. Others felt it was wrong to try. When it was evident that they would carry their babies to term, all of the girls except one felt very strongly about keeping the baby. The decision to keep the child was made without much thought of the practical problems involved. However, it was based on the belief, particularly in the Negro community, that relinquishment meant desertion and abandonment on their part. In addition, they thought they'd be "fools" to give up a baby after carrying it nine months and enduring the pain of child birth.

The girls wanted to keep their babies even though only one had any plans of marriage to the baby's father. Contrary to common belief, every girl knew who the baby's father was. In most cases, she had been dating him several months, and they continued to see each other even after the pregnancy was known to both. In only five instances the relationship was terminated because the boys denied fatherhood. All of the others stood by the girls and helped in some way financially.

Since the decision to keep the baby was not generally preceeded by looking at the implications of both alternatives, they held an unrealistic view of the practical problems involved in raising a child. Most thought that very little adjustment in their daily lives would be required and that it would be no different than having another brother or sister. They rarely thought of their child as growing beyond the tiny baby stage and becoming a person.

The unrealistic planning for motherhood may also have been due to the lack of future orientation and preoccupation with the present which is so characteristic of the low income family. This dimension was also evident in the lack of goals for oneself beyond high school. Few had given any serious thought to what they wanted to do with their lives or even what they wanted in a husband.

Even though little thought had been devoted to planning their lives, they did have ideas and ideals which become evident if they are given the opportunity to express them. When asked to think about the kind of home life they wanted to provide a child, they related principles which are sound but out of reach in their present situation. They were often discontent with their own lives at home and in the community as a while, and their ideals reflected wishful thinking about homes where there was no drinking and cussing, where a "husband treats you nice" and "kids aren't beaten without a reason . . . a home where you find love." Although they were discontent, they were at the same time apathetic, seeing little possibility of changing it. As far as they were concerned, they had little control over life events.

THE GROUP EXPERIENCE

Content. Discussion groups were held once a week in an informal setting. The average number of girls present at any one meeting was three. The leader developed the content ahead of time but depended upon the knowledge and experiences of the girls as a point of departure. A series of discussions patterned after parenthood classes but greatly simplified were devised. The content initially included the following:

- Human Reproduction
- Fetal Development
- Prenatal Health
- Labor and Delivery
- The Post-Partum Period
- Birth Control
- Characteristics of the newborn and preparations necessary to give adequate care.
- Infant Feeding
- Venereal Disease

While most of the above content was eventually covered, it was not handled as the structured series that was originally planned. Since there was a constant turn-over in group memberships, continuity was difficult to achieve. Even more important, as the girls began to express their real concerns, factual information as a focus was replaced by the practical problems of coping with pregnancy and motherhood outside of marriage. The discussions began to take on a dimension of planning sessions in which the girls with the help of the leader began to anticipate experiences which were ahead and to prepare more realistically for them.

One of the major problems which emerged revolved around the question of future plans to either keep or relinquish the baby. Very rarely had any of the girls considered the meaning of both alternatives to either themselves or their expected child. The decision to keep the baby was usually made prior to involvement in the discussion groups and was considered final. Therefore, discussions dealing with both courses of action were not utilized as a means of deciding between alternatives, but served to point up some of the realities of the choice already made.

The following list illustrates some of the topic's which were of concern to these girls in dealing with their pregnancies and subsequent motherhood. These were handled in a very detailed fashion which allowed the girls to think them through step by step.

What is labor and delivery like?

- *How do I know when it's time to go to the hospital?*
- *How will I get there?*
- *What will it be like there? What will they do to me?*

What will it be like to be a mother?

- *What changes will it make in my life?*
- *What is a good mother? A bad mother?*
- *What kind of mother will I be?*
- *Where can I get help in raising my baby?*

What will my baby be like?

- *What will he need?*
- *Where will I get the things he needs?*
- *How much will it cost?*
- *What will I have to do to give it good care?*

Shall I give the baby his father's last name?

What do my family, friends and neighbors think of me?

- *How can I best react to them?*

Some of the above questions were introduced by the leader when the girls did not bring up concerns which were felt to be crucial in preparing for their future role.

Methods. The discussion groups in which the girls participated were generally unstructured. Sometimes the conversations took place on the beach or in a coffee shop. The leader endeavored to create the kind of atmosphere in which the girls felt free to express both positive and negative remarks without fear of criticism. A direct and frank approach which didn't skirt around what needed to be said was basic. The girls seemed to appreciate honesty, not only in using frank and familiar terms from their own experience, but in the manner the leader responded to them as persons. When she was unable to answer a question, it was acknowledged openly and solutions were sought through the joint effort of group and leader. Inappropriate remarks and laughter were also openly acknowledged and sometimes explored. The leader also tried to find at least something worthwhile in any given comment so that misconceptions could be dealt with frankly without rejecting the entire contribution. Since the teenagers were not practiced in expressing themselves verbally, it often required a good deal of time to get the discussion on a meaningful level. The technique of restating a given comment was used by the leader. This tended to clear up misunderstandings early. In addition, both the contributing person and those listening began to learn how to say what they really meant.

Specific methods for dealing with subject matter needed to be extremely explicit and simple. Most of the girls were poor achievers in school. Consequently, reading and spelling skills were often at the elementary level. They were unable to grasp abstract concepts easily, and these had to be brought down to very practical levels which could be illustrated by using examples from their own immediate experiences, visual aids, and/or stories.

In most instances, the girls' own experiences and knowledge served as a base from which to work in making preparations for motherhood. In addition, these preparations were discussed in a step-by-step fashion in which even minute details were considered. For example, plans for delivery included working through such practical details as getting to the hospital, the price of cabfare and saving money ahead for it, etc. Other discussions were handled with equal detail.

Since reading skills were generally poor, methods which utilized visual aids rather than printed matter were more effective. The girls were fascinated by pictures and these served to stimulate questions which otherwise might not have been raised. Cartoons depicturing infant life in utero and the subsequent realities of motherhood once it was born were used. Learning in this way was fun as well as practical. Recently, health education for expectant mothers has been made available in comic book style. This form of printed matter was well received since it was familiar to them, was written simply with illustrations. Other visual aids were constructed out of paper, yarn, and other materials. For example, a model of a uterus was knit from yarn and used to demonstrate the phenomonen of labor and delivery. A small doll could be positioned inside it to show how a baby is carried during pregnancy, and eventually expelled during birth with the aid of contractions.

Most of the literature about prenatal health and child care which is currently available through public health agencies was reviewed and found to be inadequate for this group of girls: The language was too complex and the content dealt primarily with middle class values. It was also noted that none of the pamphlets were illustrated with Negro characters, and very few were directed toward other minority groups. This was true even though the minorities comprise a large segment of the caseload handled by public health agencies.

The girls responded well to stories which could be found to illustrate a given point. For instance, there is a story of a sixteen-year-old girl, totally paralyzed by polio, who leads a meaningful and [illegible] happy life because of her attitude toward her situation. The girls identified with the main character and used the story in discussing their own attitudes in dealing with pregnancy out of wedlock and its meaning for the future.

Another method was found particularly useful in getting the girls to use their imaginations regarding the future life they wanted for themselves and their children. The technique involved setting a scene for the girls in which they dream that anything they wish will be granted. Once the scene was set, they proceeded to talk about their hopes and ideals, and what they wanted to change about their present lives. Such an approach which takes them momentarily out of reality into a "what if . . ." situation served to stimulate their imaginations. Then, their comments were brought down to the level of reality and applied in more practical ways.

In short, the methods which were most successful depended upon involvement on the part of the girls in stories and dreams, and upon visual means which served to make the content more real to them.

Evaluation

Evaluation of the program for unwed teenagers consisted of examining the extent to which objectives were met. Because the program was so recently terminated, long term followup, which would probably yield valuable information cannot be included here.

The aim that a girl's decision to keep or relinquish her child be made after careful evaluation of both alternatives was not actually met. Five girls were willing to accept counseling by an adoption agency; one of these decided to place the child for adoption. All of the others had made prior decisions to keep the baby, although they gave little thought to the implications, they were unwilling even to consider the possibility of placement. While this was seen as a critical decision by the worker, it was a foregone conclusion by the girls, and any attempt on the part of the worker to find sources of counseling to help each girl deal with her feelings and consequent decision was rejected by the girls.

While discussions focusing on the question of keeping or relinquishing a child did not accomplish the stated objective, it is felt that they at least served to illuminate the practical consequences of a prior decision and to point to preparations which should be made.

The second objective which called for realistic plans for delivery and subsequent care of the baby was met to a far greater degree. All of the participants worked out suitable arrangements within available resources. They worked with their families and boyfriends in figuring out financial obligations toward hospitalization and care of the child. Some had to apply for welfare funds and followed through with this action. In some cases, they took babysitting jobs to help supplement their income. Most of the girls were able to accumulate the basic equipment needed to care for an infant.

The objective that each girl experience labor and delivery with a minimum of stress was reached in most cases. This area was one of their greatest concerns and they eagerly absorbed what information they could about it. It appeared that the tours of the maternity floors together with discussion of the routines and procedures to be expected during hospitalization were the most helpful in this regard. Most of the girls felt much better after visiting their respective hospitals, and after delivery often remarked, "It happened just like you said." They had few complications during labor and delivery and all gave birth to live and healthy infants.

Through various discussion sessions all of the girls began to explore the meaning of motherhood and the subsequent demands it would make on them. While initially most felt that caring for a child would not change their present lives greatly, they began to see that a new role with subsequent changes in daily patterns would be required. In addition most had never thought about the kind of home atmosphere they wanted to provide for a child. They did begin to verbalize this. However, the extent to which they have incorporated their ideas into actual practice is unknown since long term followup has not been possible.

It was also hoped that in the group experience, the teenagers would find acceptance that freed them to express their true concerns, and would begin to realize that illegitimate pregnancy does not necessarily ruin plans for future personal fulfillment. It is believed that the extent to which feelings and problems were openly expressed reflected a feeling of acceptance on the part of the girls. Most became quite frank and open as they began to feel comfortable with the leader and each other. Several girls mentioned after they left the group that learning to make the best of their situation had been very important in shaping attitudes toward their present life and future plans.

Many problems were encountered which made it difficult to reach the program objectives. One of the primary difficulties lay in the attitudes and motivation which characterized the participants. Most felt thay had little control over life events, and conseqqently were fairly apathetic and saw little hope for changing their lives. Until they have a reason to believe they have some control over what happens to them, it is doubtful they will incorporate their ideals into daily living. In addition, most lived in family and community settings which were not conductive to the ideals they expressed. It would require very strong personalities to rise above the attitudes and living conditions with which they were so discontent. However, most did not grow up in the kind of family atmosphere needed to develop a strong personality.

As with many programs designed to serve the poor, motivation of the hard-to-reach was a problem. Many of the girls who did not participate probably needed help more than anyone; they were pregnant for the second time, or illegitimate pregnancy was not uncommon to other girls in the same family. These girls were very difficult to contact either by phone or personal interview; many either gave yes answers, never followed through, or made themselves scarce.

Problems were encountered in the groups experience itself which could have been improved. The general size of the group, two or three girls, was too small for a really effective discussion. A group of five to six would have permitted more diversified discussion in which the leader could have played a less dominant role. Continuity of discussion content was difficult to achieve from week to week since the same girls were not always present. In addition, new members were taken in at intervals and their immediate needs were different than those who had already been in the group for sometime. For this reason, it was necessary to work with them individually as well as in a group setting.

In conclusion, it can be seen that the program for unwed pregnant teenagers was not without its problems. While it fell short of the stated objectives, it nevertheless made a significant contribution in helping these girls anticipate what was ahead and to plan accordingly. It is difficult to say whether it significantly altered attitudes or gave hope for a better future life, but it at least gave assistance to girls faced with many problems in dealing with illegitimate pregnancy where they might have had no help at all. One of the most important elements of whatever success was achieved was the presence of a warm and acceptive adult whom they could trust. Without a personal relationship of this sort, it is doubtful that any progress at all could have been made. It is strongly felt that such a program serves a definite need, and if ever continued could be improved to the point where objectives were met more effectively.

CHAPTER VI

Community Impact and Community Change

COMMUNITY IMPACT

In a paper written for the Office of Economic Opportunity, the senior author of this report suggested that OEO is engaged not in one - but in three separate "Wars On Povery".

- The First of these is an effort to provide services to help the poor bridge the gap which insufficient services have produced and which bar them from full participation in our society.

- The Second seeks to provide jobs for the poor. Since work is the means through which we most repectably distribute goods and services, this war seeks to end poverty by giving people access to goods and services through the money they earn.

- The Third seeks to organize the poor into politically viable blocs who could then exercise political leverage to bring about beneficial changes in institutional behavior.

All of these are defensible campaigns. But all three are different; they each require a different set of strategies and tactics, and each a different set of criteria for evaluation. While there are points of contact between them, there are also considerable differences, and current attempts to make each program conduct each campaign simultaneously seems to us, to increase the possibility of chaos and ineffectiveness.

This project set out to deliver services in a new way. It not only demonstrated its effectiveness in this, but also stimulated the development of new and permanent services in a community previously bereft of most of those normally found in American communities.

Altogether, thirty-seven new services and projects came into being since the project began.

- Twenty-four of them were initiated by the project

- Six of them were assisted by project staff in their organization and funding, or were initially encouraged by staff to come to the area.

- Four were initiated by the Economic and Youth Opportunities Agency of Greater Los Angeles

- The remaining three were initiated by other groups outside of the Venice-Ocean Park area.

Out of this group of thirty-seven new services, all but five were still functioning six months later.

As is indicated in the attached table, only nine of these programs are presently supported by OEO grants. Fifteen are supported by private contributions and eight are supported by public agencies with monies from their ongoing program. Of the thirty-two new programs still operating, twenty-five were originally supported by OEO grants.

In terms of the "service" War On Poverty, we feel that the project has had a significant impact on the target area. Not only are there now over three-score new services, but only nine of them are dependent on OEO largess for their support - and five of these are, by their nature, intrinsically federal programs, such as the Head Start, VISTA and College Work-Study Programs.

Although this is significant, it is still not enough.

This project was only able to serve a fifth of the poor in the area. For the other four-fifths the War On Poverty does not really exist. We were not able to deal with basic issues of housing, health, and employment of people unable to compete in the present labor market. We were only able to provide a few individual "band-aids" in these areas.

While our very presence stirred up enormous community storm - both pro and con the project - and stimulated the formation of some groups determined to do something, the target area is still politically fragmented. The fragments were able to successfully join together to defend the new State Service Center - which could not have happened earlier - but there is still no real organization of the poor. While even the most vocal opponents of a project run by white professionals say that our presence was a turning point in the community's life, each faction still refers only to their own ethnically segregated turf. To the Negro in Venice, though he constitutes only 14% of the poor, "the community" means the few square blocks in which Negroes live. He does not include the Mexican barrio or the Anglo majority, though all are equally poor and equally lost.

Although new young leadership has arisen in the Negro neighborhood, the Mexican-American "spokesmen" are still a pair of middle class politicians who have no discernable awareness of the feelings of the poor.

The Venice Forum provided a base for development of awareness and action, as well as a first mechanism for inter-group and inter-factional communication. While this appears to us a significant gain, we are viewing this as professionals. From the perspective of the poor, from the point of view of the politically ambitious youngster of the "new left", it may well seem that nothing much has happened at all in the "political" War On Poverty in Ocean Park and Venice.

We have already discussed our efforts and difficulties in the third War On Poverty - the provision of jobs for the poor. While we found many jobs, we found few job-ready applicants. The current trend of filling service jobs with people selected only because they are poor saddens us - for we feel that this practice will only insure the delivery of poor services to people who really need the very best. We find it hard to be stirred by a banner that reads, "It's better than nothing".

A Head Start classroom staffed by the very women whose inept child-rearing practices make Head Start an imperative seems an unlikely setting from which to rescue these youngsters from the non-culture of poverty. Nor is it likely that a neighborhood aide who cannot cope with "the establishment" herself is going to be of much help to people in the same "fix".

But perhaps saddest to see is that the bulk of the "jobs" created by anti-poverty agencies are held by women - thus continuing the matriarchal situation in which so many poor boys have been raised.

In summary, this project's contribution to the community it served and studied are, first of all, in the initiation and institutionalization of a wide range of new services.

Second, both through its leadership development program and through its existence as the first locally based agency of any kind in the area, it served to stir up and cause considerable community organization efforts.

Third, its efforts focused national, state, county and city attention on the needs of this isolated backwater slum, with resultant community-wide attention to its needs by the business and professional population.

Fourth, we found that one must make a choice between running for popularity among politicos and landholders and providing concrete advocacy and service to the poor. In the "zeitgeist" of the ghetto, to try to do both is to sacrifice the second.

Projects and Services Started in Target Area

During Period of Project Operation

1. *Initiated by Project*

    - Legal Services Program
    - Youth Groups
    - Family Services
    - Remedial Program
    - Youth Counseling Service
    - Family Skill Center
    - Multifailure Counseling
    - Adult Literacy Services
    - Dropout Prevention Program
    - Program for Pregnant Teenagers
    - Young Mothers Club
    - Consumer Education Program
    - Sewing Classes
    - Venice Forum
    - Crisis Intervention Service
    - Work-Study Program
    - Home Management Courses
    - VISTA Project
    - Campership Program
    - Girls Workshop*
    - Boys Workshop*
    - Charm Course*
    - Goods Distribution Center*
    - Community Newspaper*

2. *Assisted by Project Staff*

    - Youth Employment Service
    - Benjamin Rush Psychiatric Clinic
    - Venice Credit Union
    - Head Start Centers
    - Project Action, Inc.
    - State Service Center

3. *Initiated by CAP Agency*

    - Campfire Girls Program
    - Public School Extended Programs
    - "Teenposts"
    - Neighborhood Aide Program

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*No Longer Operating

Projects and Services Started in Target Area During Period of Project Operation, Cont'd.

4. *Initiated by Other Agencies*

Public Library Project
Loyola University Tutorial Program
Boys Club Program in Ocean Park

Status of New Projects and Services in Target Area Six Months After Close of Project

Initiator	No. Started	No. Operating	Privately Supported	OEO Supported	Other Public Support
Foundation Project	24	19	11	5	3
Assisted by Foundation Staff	6	6	2	1	3
Other	3	3	2		1
CAP Agency	4	4		3	1
TOTALS	37	32	15	9	8

CHAPTER VII

Program Costs

PROGRAM COSTS

While it is obvious that shared rent and other overhead will reduce the cost of each service in a multi-service center, the additional administrative, training and supervisory costs of a part-time staff might not produce any real savings. Indeed, one of the arguments raised against the idea of such part-time, sub-professional staffs was the assertion that it might cost even more than traditionally organized services.

We sought to provide a factual basis for testing this notion, by developing "real" unit costs for the three services most frequently found as separate agency functions in most communities.

The figures presented here are based upon very careful cost accounting procedures, and include the costs of rent, telephone, utilities, supplies and equipment, bookeeping, accounting, reporting, clerical and administrative personnel, supervision, staff, travel and fringe benefits.

Examining the budgets of a wide variety of family agencies, youth-serving agencies and remedial education services, we found both a wide variety of unit-costs and a wide variety of fiscal and case-load reporting procedures.

The tables below present fiscal data for the Family Agent Program, the Youth Club Program, and the Tutorial Program, in enough different categories to permit the reader to select almost any agency fiscal report and make a comparison with the cost of these programs.

These figures do not, of course, permit comparisons in terms of the "quality" of services. Since there are not agreed upon criteria of qualitative effectiveness of social and educational services, we cannot argue that issue on empirical grounds. However, we believe that these programs were of high quality, and comparable to those offered by typical community agencies.

FISCAL DATA

	Family Agent	Clubs	Tutorial
Number of People Served	1,464	281	109
Number of Units	235	10	-
Total Cost	$110,233.00	$42,784.00	$39,220.00
Cost Per Person	$ 74.00	$ 152.00	$ 360.00
Cost Per Unit	$ 469.00	$ 4,278.00	-
Average No. of Months Service to Each Person	6	11	6
Monthly Cost Per Unit	$ 78.00	$ 186.00	-
Monthly Cost Per Person	$ 12.00	$ 6.50	$ 15.60
Average Unit Size	6.25	14.00	-
Average Cost Per Hour	$ 5.20	$ 3.64	$ 4.50

CHAPTER VIII

Conclusions

CONCLUSIONS

From this project and its evaluation, we conclude that there is a wide availability of college trained women willing to work for $2.00 an hour who will be effective at their work over an extended period of time. Similar programs in large urban areas could expect to find many times the number of applicants needed, and institute screening procedures.

Further, without any direct recruitment efforts, such programs can expect to attract the same caliber of applicants and to make replacements in staff, while still maintaining a consistant quality.

Finally, this staffing pattern seems to provide a long term source of needed manpower in the scarce area of human services. Of those active at the end of the program, 92% said they would like to continue in this area of work. Of those who had terminated, nearly half did so in order to take full time work in related fields. Thus, this type of program can be an effective way of recruiting manpower for both full time and part time work in a shortage area.

In terms of the individual criteria, those women most apt to remain and be effective in such programs are those who:

- have graduated from college
- are between the ages of 26 and 50
- are currently married
- have school age children
- have had three or more previous volunteer experiences
- are paid, rather than volunteer
- but do not depend upon the pay as a prime means of support
- and who are provided with some upgrading of responsibility within the program.

Those who are least apt to remain are:

- unmarried, or married with pre-school children

- under age 26
- minority group members, residents of the area, or others dependent upon the pay as a prime source of income.

The use of such personnel must be structured and defined in such a way as to avoid confusion between this source of manpower and "jobs for the poor" programs.

Since a major function of the Professional Service Corps member is cultural diffusion and effective advocacy, she must be a knowledgeable member of the wider society. While, eventually, some of her clients will have learned sufficiently from her to assume some of her functions, these cannot be learned "overnight" by people who have not had many years of exposure to the hidden curriculum of the middle class.

Further, to volunteer a fourth or a half of one's time assumes that this time is surplus - which in turn assumes certain things about both the emotional as well as fiscal economy of the worker's life. Our various attempts to recruit and utilize residents of the target area taught us that they cannot emotionally afford to enter a volunteer program. The notion that concerned mothers in a poor urban neighborhood will band together as volunteers to perform structured services under the intermittent supervision of a professional is not realistic. Both the variable quality of Head Start Programs and the difficulty in retaining volunteers in Head Start are illustrative of this conclusion.

Professional tasks cannot be effectively performed by a randomly selected person. This ancient finding is the basis of the elaborate screening and selection procedures of all professional training programs. This is no less true for those tasks which are portions of professional work - particularly those portions involving capacity for objective judgment and a large repertoire of problem solving techniques. Comparisons of selected staff with an unselected control and the relatively unselected VISTA volunteers point up the crucial role of careful selection in performance, reliability and turnover.

The question of payment of a stipend to volunteers is one which distresses "purists" in the world of "volunteer bureaus". In point of fact, volunteers are always paid - if not in money, then in status, power, publicity or guilt-reduction. Having worked with volunteers for twenty years, the project director hypothesized that it would be cheaper, easier and more effective to simply pay a token salary. The salary we arrived upon was designed to reimburse the out-of-pocket expenses of the volunteer, and, we found, it did not quite do that. Nonetheless it made it possible for many women to participate who could not have afforded the amount of babysitting, gasoline, parking and other expenses the task required.

As compared with the non-reimbursed volunteers, the PSC member was more reliable and less judgmental. She was seen by community agency professionals as a peer rather than as a "lady bountiful". Her role in relation to the poor was one which allowed the client to maintain her dignity: the PSC member was doing her job - she was not there as an act of charity. The motivation of the volunteer is often obscure - and thus suspect - to the poor. A paid job presents a comprehensible motivation. But most important, perhaps, is the meaning of the check - no matter how tiny - to the woman herself. Its meaning to the educated wife and mother - in self esteem and confidence - cannot be underestimated. The changes in energy and assurance which took place were the subject of many unsolicited thanks from husbands of PSC members - many of whom, at first, resented their wives' initial steps toward an independent identity.

We found that this staff was more effective in some programs and less effective in others, and that this was largely a function of their time commitments. While the Family Agent, Tutorial, Legal Service, and Club Programs operated easily with part-time staffs, the employment program did not. The young adults who were the primary applicants and clients of the employment program used their relationship to the employment counselor as a therapeutic relationship. Lacking a clear relationship to time, lacking a time-bound structure in their own lives, they needed to be able to "drop in" at any time - but would only talk to their counselor. Once out on a job, the counselor needed to do continual supportive work - at almost any hour - to keep the youngster on the job.

In this assignment we found it necessary to depend primarily on staff who could - because their children were grown, or because they had no children - in effect, devote any amount of time their clients needed.

Similarly, while the Crisis Service could and did effectively use part-time staff, it required at least one full-time person available around the clock. Since the crisis worker needed to be able to make immediate decisions, spend money, and make immediate resource arrangements (with hospitals, police, landlords, etc.) we found that we needed mature and highly sophisticated staff in this role.

THE NATURE OF POVERTY

To design effective services for a family it is essential to know something about how a family is poor. "The poor" are not the homogeneous mass of much popular literature. While many categorizations are possible - age, ethnicity, rural or urban residence, and others - we found most useful a categorization based on the families' goals, resources, process competence, and energy. These findings are discussed in detail in Chapter IV of this volume.

What emerges from this data is the suggestion that these categories could be used as a basis for determining, at the initial contact, the kinds of intervention that are likely to bring about desired changes in that family.

If we ask whether a family is poor in goals and aspirations - and in which areas -

- If we examine the kinds of resources a family has, in addition to money -

- And if we ascertain the ways - the processes by which the family uses - or does not use - its resources to reach its goals -

we can arrive at a program of action for that family which is independent of any particular theory of psychodynamics or social pathology.

In applying these categories to our data we found some significant differences between ethnic groups, but these were overshadowed by the similarities we found between ethnic groups. Since we studied only lower class families, we cannot separate the effects of ethnicity and class status. It is important to note that there were as great differences within ethnic groups as between them.

Certain implications of these findings need further study. The first of these was mentioned above. Our data suggest that research in the "diagnosis" of families in terms of goals, means and processes may be fruitful and lead to rapid practical use.

Second, our data suggest the presence in these families of a quality we have called "adhesion". These families are rarely "unified" in the sense that they arrive at and cooperatively strive toward agreed upon goals. Rather, they seem "stuck" to each other in a kind of non-constructive dependency. Emergence from the family group seems rarely more than temporary - with members continually returning to the womb - but rarely feeling part of it. It is a phenomenon noted by other students of poverty (c.f. Lewis - La Vida) but which needs more systematic understanding if it is to be dealt with effectively.

Third, our data offer some possible insights into the mechanism of cultural deprivation. We were able to dichotomize our observations in terms of high-energy families and low-energy families. We refer here to the amount of energy expended by the family in expressing its life style, pursuing its goals, and using its resources. When we then studied our data to find if there were differences in the values held by high- and low-energy families, we found only one significant value difference. Low-energy families value education less and use information less than do high-energy families. Indeed, the low-energy families did not seem to perceive information as either a useful resource or education as a process leading toward their goals.

One continual source of frustration for our workers stemmed from their realization that while these families verbally espoused educational and vocational goals for their children, they did not think it relevant to send their children to school or to enable them to do their homework. Somehow knowledge, information and education are not perceived as related to vocational achievement - and so our work trainees could not understand why an apprenticeship and reading and arithmetic were necessary to be a plumber, and our militants could not understand that education had any relationship to professional competence.

While we did find more Mexican-American families in the low-energy category, we see this as further confirmation that lack of acculturation is related to the readiness to use symbols and symbolic knowledge as a major tool in life. Insofar as language and logic acculturate the individual, the low-energy poor appear to have become logically or semiotically conditioned, but not semantically conditioned. Further research might ask whether the low-energy poor Mexican families are likewise non-acculturated in Mexico.

In any event, this distinction between high- and low-energy families suggests yet another dimension requiring different programs for different kinds of poor people.

Finally, we have been able to demonstrate a series of relationships between the life style and values of a poor family, the specific intervention techniques that are effective within each life-style syndrome, and the personality and "style" of the Family Agent or other intervenor. This data suggests a means of pairing workers to clients on bases relevant to the work needed by the family and the worker's own areas of effectiveness. This data and its applications will be published separately in a form targeted at case work and welfare supervisors, for whom its practical implications are most relevant.

DEMONSTRATION PROGRAMS AND COMMUNITY ACTION PROGRAMS

This project is, we believe, an example of the reasons that demonstration and research-oriented programs are essential if we are to develop effective new means of relieving human suffering.

Conducting a demonstration in a metropolitan area poses mammoth problems of relationship to the local community action agency, and these must be faced if meaningful progress in anti-poverty research is to be conducted.

This is no question in our project but that our data was contaminated - and much of it destroyed by activities of the CAP which were simply part of the county-wide program. The problem is not one of fault - but one of structure. A CAP's programs are decided upon by a lay board upon applications from established agencies who, convinced of their virtue, want to do more of what they've always done, and from neighborhood groups who are largely uninformed and insist on repeating mistakes they never knew others had made. In either event, the result is a potpourri of conventional programs and momentary fads. Evaluation is rarely built in, and even when it is, a CAP's decisions are invariably political, and when evaluation findings correspond to CAP funding behavior, only the laws of probability are responsible.

Given the basic concepts of community action programs, we cannot reasonably expect otherwise. While we had initial battles with the CAP agency, these were based largely on the difference between the imperatives of a CAP and the imperatives of research.

On a staff level, the professionals of the CAP who knew what we were trying to do were unfailingly friendly and helpful. Indeed, this volume could not have been published without the generosity of the Economic & Youth Opportunities Agency of Greater Los Angeles. On an official level they had to introduce programs into the target area which constricted or sabotaged parts of our programs. Similarly, they had to be responsive to people who complained that we did not use our funds - or OEO's funds - primarily to provide jobs for poor people.

And finally, they have to support programs which may be ludicrous in concept, patently unrelated to poverty, and hopelessly staffed if such a program appears to have wide popular support.

Research design does not take place through such processes; and controls, which are difficult at best in the social sciences, are essential if research is to be meaningful.

In the setting we worked, a major portion of our creative energies had to be diverted to the task of defending the project from attempted depredations.

Naively assuming that OEO's demonstration and research programs would parallel those of such less-combustible agencies at the National Institutes of Health, we saw the possibility of an OEO grant as a real asset to our program. If we were to do it again, we would either conduct a demonstration in an isolated town whose CAP accepted the necessity of a research design or, if we worked in a large city, we would avoid any visible connection to public anti-poverty funds.

The recent cut in OEO demonstration grant funds seems to us incredibly shortsighted. We can only hope that future demonstrations can be given the isolation and protection they need. We hope too that OEO will clearly see that the pushes and pulls that, of necessity, drive the course of a Community Action Agency are basically incompatible with the conduct of systematic studies.

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